DOCUMENT RESUME

ED 146 915 IR 005 353

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TITLE Television and Our Children. A Report of the Activities of the Alternatives in Children's Broadcasting Project.
PUB DATE May 76
NOTE 245p.

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS Cartoons; *Childrens Television; Commercial Television; Educational Television; *Program Planning; Questionnaires; Surveys; Television; *Television Research; *Television Surveys; Television Viewing; *Violence
IDENTIFIERS Canada; Crossroads Television

ABSTRACT

Two major objectives of the Alternatives in Children's Broadcasting Project were to determine the extent of the influence of violence in children's television and to determine if children's interest in prosocial programming makes it a viable alternative to violence programming. Both adults and 8-10 year old children were surveyed about their viewing habits and preferences and the effects of television on their families. Included are a content analysis of television programs and a literature review. The establishment of a Canadian Communications Center is recommended to facilitate the flow of ideas about children's programming, and to serve evaluative and public awareness functions. Appended are summaries of television programs, and responses to the adult's and children's questionnaires. (STS)

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TELEVISION

AND

OUR CHILDREN

A Report of the Activities of the

Alternatives in Children's Broadcasting Project

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A STATEMENT FROM THE PROJECT CO-ORDINATOR

This project was launched because of a deep concern for the quality of children's television. The production of programmes which can be shown to have positive, or pro-social content, need greater emphasis. Hence the name of our project, "Alternatives in Children's Broadcasting."

I have found this report to be interesting as well as informative. Our workers have done an exceptional job, and I am more convinced than ever that it was a wise decision by our Federal Government to grant "Local Initiatives Project" funds to this work.

The people who have accomplished this task are just great. Miss Beverly Whitwell, our Project Director deserves a special mention. She is a graduate of the University of Guelph with a B.A. Sc. in Child Studies. Four others are University graduates, one is a registered nurse, and four more have attended community colleges. Housewives, a bookkeeper, typists, along with film and television technicians, completed the group. They came from different ethnic and religious backgrounds. The staff was like a random sampling of Canadian society. Together, they overcame many difficulties.

Our major research consultant on this project has been Dr. James F. Engel, B.A., M.S. PhD. He is a recognized authority on consumer behaviour. Dr. Engel, is the senior author of a three volume series of books on this subject, and has published more than forty articles and research reports. He, along with others, donated their time and talents. The Computation Service Unit at McMaster University has been most helpful.

Thanks to everyone who participated, including the hundreds of parents and children.

Rev. David Mainse
Executive Director - Crossroads Television

Staff Members:

Carmen Agro

Jane Brittle

Pat Dent

Brent Haliskie

Maureen McKay

Mary Gayle McKechnie

Bruce Stacey

Bev Whitwell

Also, at various points through the project:

Viola Burr

Debbie Clark

Margaret Diamond

Ray Edwards

Barb Elzinga

Wilma Gamble

Chris Hurwitz

Terry Maskell

Heather Peers

Jim Stewart

Introduction

The Alternatives in Children's Broadcasting Project began in November, 1975, under the financial support of a Local Initiatives Programme (LIP) grant and the sponsorship of Crossroads Telecast. Crossroads is a Christian organization, which is involved in television programming for both adults and children. Their children's programme, called Circle Square, has an educational, variety format, and is directed to the 3 - 10 year old audience. Since part of our project's purpose is to provide feedback for the producers of Circle Square, our research tended to concentrate on this age group.

It was intended that this project employ ten people for a period of thirty weeks. However, our work schedule was such that we were more busy during certain weeks than others. Therefore, we employed people as we needed them. For example, during the six weeks of our survey of parents and children, we employed four extra researchers. In addition, frequent staff changes left us short staffed at various points through the project. The members of this project tended to have little prior training in research methods, but represented various backgrounds, hence contributing a cross-section of viewpoints and abilities to the project.

The chapters which follow result from our attempt to achieve the objectives which were laid down in the contract between the federal government and Crossroads. Although our research will hopefully be valuable to Crossroads, the government, the Royal Commission on Violence in the Communications Industry, and producers of children's programmes, one of the most rewarding activities which this staff participated in was the public awareness programme. Through these engagements, we were attempting to reach children, through their parents, and alert them to the potential of television. Thus, our findings were made available first to the public, and now are being distributed to those persons and organizations who may have the power to effect changes.

Objectives of the Project

1. To survey the extent of the influence of violence in children's television in the Hamilton area.

2. To test the hypothesis that prosocial children's television programs are a viable alternative to programs of a violent nature by monitoring children's interest in the first type of programming.

3. To measure the extent of public interest and involvement in the Hamilton area concerning the extensive portrayal of violence on television during children's viewing hours.

4. To develop a method of evaluating the effectiveness of various techniques used in Circle Square in order to monitor and improve the quality of future programming and its positive impact on children in Canada.

5. To stimulate local and public concern and involvement in the activities of the A.C.B. Project and the Royal Commission on Violence in the Communications Industry.

6. To develop a local program to make edited sequences of existing and future Circle Square programs available to local schools, school boards, libraries, parent groups, kindergartens, resource centres, etc.

7. To prepare materials to assist parents and children to get the most benefit from Circle Square programs (i.e. outlines of crafts for the home, hobbies, stories and song books etc.).

8. To create a prosocial program to reach the preschool audience, based on the knowledge gained from objectives 3 and 4, as a broadcasting alternative for younger children.

9. To research and produce additional Circle Square programmes and take additional film footage as needed as funds become available from Crossroads.

Project Activities

Organizations visited:

Children's Broadcast Institute - Joan Soloviov

CBC - Children's Department - Mr. Richard Donovan

- Mr. Dennis Hargreaves

Communications Association for Senior Adults - 2 conferences

OECA - Mr. Robert Tilroe

- Ms. Arlene Zuckernick

Royal Commission on Violence in the Communications Industry

OISE - Mr. David Nostbakken

Home and School Convention - Hamilton

Canadian Communications Research Information Centre - Ottawa

Research Office James McGrath, M.P. - Ottawa

Organizations contacted:

Action for Children's Television - Massachusetts, U.S.A.

Canadian Broadcasting League - Ottawa

Canadian Association of Broadcasters - Ottawa

Canadian Advertising Standards Council - Toronto

Canadian Council on Children and Youth - Toronto - no response

Children's Television Committee - Vancouver - no response

Letters written re: television programming:

CBC - with copies to CRTC, J. McGrath re: "The Great Canadian Culture Hunt".

FCC - with copies to CRTC, CTV re "Sonny and Cher".

CBS - with copies to CRTC, FCC re "Bugs Bunny".

FCC, CBC, CHCH, ABC, NBC and CBS re: children's programming.

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CHAPTER 1

A Review of the Literature and Bibliography

TELEVISION AND OUR CHILDREN
LITERATURE REVIEW

INTRODUCTION

Television has been in our midst for 35 years, since NBC began regular telecasting in 1939. Today, almost every home in Canada and the United States has at least one television set, and many have two or more. The potential influence of this medium on our children is demonstrated by Nielsen ratings which show that in homes with preschool children, television sets are on approximately 54 hours per week (Kaye, 1974, p. 7). "Bureau of Broadcast Measurement (BBM) figures for 1971 showed average viewing of Canadian children aged 2 to 11 inclusive as 3 1/5 hours daily for Monday through Friday - which, if Saturdays and Sundays are included, totals nearly 12,000 hours per child in that growth period" (Milne, 1974, p. 5). "In other words, he has spent the equivalent of 15 to 20 solid months, 24 hours a day, before a television screen. Accordingly, it behooves us to know of the potential effects of this powerful and omnipresent source of influence" (Bronfenbrenner, 1970, p. 103). These figures certainly lend credence to Alberta Segal's (a noted psychologist) conclusion that children spend more waking time in front of the television than in any other activity, including school (quoted in Liebert, Neale and Davidson, 1973, p. x).

James Halloran describes the socialization learning process which explains why television can be an important influence on a child:

> The child is born into an ongoing society with common symbols, established patterns of behavior and recognized positions. It is through others (particularly significant others) that the child learns the elements of his social world. These significant others indicate to the child their attitudes, feelings and expectations. They draw attention to rights and obligations, and every time they do something or use an object they reflect values and provide meaning. In addition, by approving and disapproving, giving direct instructions and stressing values and behaviour appropriate to a variety of positions and conditions, they define the individual's world for him. (quoted in Milne, 1974, p. 3)

In view of the number of hours a child spends with the television as opposed to the company of his peers or family, church or school, television is perhaps the most pervasive "significant other" in the child's life. The following passage illustrates how influential this medium can be:

> In only two decades of ... national existence television has transformed the political life of the nation, ... changed the daily habits of our people, ... moulded the style of the generation, made overnight global phenomena out of local happenings, redirected the flow of information and values from traditional channels into centralized networks reaching every home. ... It has profoundly affected ... the process by which members of our species become human. (Johnson, 1970, p. 20)

This socializing process is even more important when viewed in the light that much of it takes place during the early years of growth. Thus, findings by Cline (1973) that children are "purposeful viewers" by age 3 years, and that they already have "favourite" shows (p. 361) indicate the potential that television has to socialize our children. Therefore, we should be concerned about the direction this socialization is taking.

TELEVISION VIOLENCE CONTENT

"The best documented fact about television is that it is violent" (Liebert et al, 1973, p. 23). Violence is generally defined as "the use of physical force against others or one's self, either voluntarily or under compulsion" (Milgram and Shotland, 1973, p. 13). Gerbner found that during prime time television in 1968-69, violent incidents were depicted on the three U.S. networks at the rate of 8 times per hour (quoted in Milgram and Shotland, 1973, p. 13). According to Harvey, Poulos and Liebert (1975), who analyzed children's programmes on a Saturday morning in October 1974, the three major U.S. commercial networks averaged 6.1 acts of aggression per half hour of programming while even the Public Broadcasting System averaged 1.44 aggressive acts per half hour. In a study sponsored by Action for Children's Television U.S. (ACT) in April - May 1975, Barcus found that "more than six out of ten stories contained some observable act of violence, and about three in ten were saturated with violent acts" (Hamilton Spectator, 1975). These results are almost identical to his earlier survey in 1971 (quoted in Milgram and Shotland, 1973, p. 14).

Two points must be considered here. First of all, programming designed for both children and adults are areas for concern. Liebert et al (1973) notes that "the average cartoon hour had nearly 6 times the violence rate of the average adult television drama hour and nearly 12 times the violence rate of the average movie hour" (p. 24). In addition to viewing violent programmes which are intended for their viewing, many children are also exposed to violent adult dramas, in spite of the family viewing time (7 to 9 p.m.) recently established by the Federal Commission on Communications U.S. (FCC).

"One Nielsen survey showed 5 million kids under the age of 11 were glued to the tube between 10:00 and 11:00 on a recent week night" (Newsweek, March, 1975). Also, many adult dramas are shown between 4 and 7 p.m. - another prime time slot for children. Secondly, although the majority of statistics are quoted for U.S. networks, Canadian stations buy American programmes, some of which are the violent dramas, thereby exposing Canadians to violent programming. In Southern Ontario, Canadians can also tune in to American channels. Therefore, Canadians have the opportunity to view approximately the same programming as Americans. A survey of programmes available to the Hamilton area, which will test this assumption, is found in a following chapter.

Charles Sopkin, author of a book on the quality of television, makes this concluding observation:

> Television is dreadful, make no mistake about that. If I did not convey that feeling throughout this book, then I have failed rather badly. I naively expected that the ratio would run three to one in favour of trash. It turned out to be closer to a hundred to one. (quoted in Johnson, 1970, p. 29)

LESSONS TAUGHT BY TELEVISED VIOLENCE

Dr. George Gerbner, who compiles the annual TV Violence Profile for the U.S. National Institute for Mental Health, proposes that television is creating a fearful generation who believe that violence is all around us and is a significant part of everyday life (Kiester, 1975 (a)). As a further explanation, John Smith, Minister of Correctional Services for Ontario (1975) feels that "most people experience crime not directly, but vicariously through the media and their fear is proportional not to its actual incidence, but to the quality, degree, and repetition of its reportage" (p. 6).

This conclusion is supported by the reports of 120 students at Port Colborne High School to the Royal Commission on Violence in the Communications Industry (Ontario). Harry Boyle, chairman of the Canadian Radio and Television Commission (CRTC) is another who agrees with this proposed effect of televised violence on the dynamics of society: "television programming is placing in the child's mind the concept that cities are primitive, deadly places filled with warring tribes of people" but, on the other hand, that country life is all good. However, he continues, "we must recognize that we are in an urban-dominated society" and we should be preparing our children to be city dwellers rather than turning them off the city. "Television should show its young viewers that cities are places of "marvel, magic, wonder and excitement, not just of violence" (Toronto Star, 1975).

Television violence frequently portrays an unnatural view of death, where there is often little emotional or physical suffering attached. Several writers agree that:

> Death portrayed on television loses its meaning ... kids see a character die on one program and then ... miraculously reincarnated ... (on another show at a later date). The kids ... know that television death - with the exception of death shown on the news - is a put-on. The implication is that all deaths on television ... are inuring children to the concept of suffering and death (Morris, 1971, p. 21; Arlen, 1975)

In the area of morals, television is teaching our children that "violence is a legitimate means of problem-solving" (Kiester, 1975 a). Liebert et al (1973) expound on this further, saying that "symbolic hurt to symbolic people and causes can show real people how they may use - or avoid force, to stay alive and advance their causes" (p. 18).

Children can readily identify with television violence, since ordinary citizens are often the characters using violence - not just criminals and police. Many children and adolescents believe that television entertainment provides an accurate picture of the real world. To test this, Lyle and Hoffman (1972) questioned first, sixth and tenth grade students. "About half the first graders felt that the people on television were like the people they knew. The older children were more skeptical, but large percentages believed that television characters and real people were alike most of the time" (quoted in Liebert et al, 1973, p. 30). If children perceive that it is acceptable for the person down the street to be violent, then why isn't it logical for them to resort to force in conflict situations? Liebert (1975) explains the transmitted value of violence in another manner:

> There is a good guy and there is a bad guy. The bad guy may start by being aggressive or antisocial, but what is the usual end? The good guy beats up the bad guy. A final great brawl or shoot-out at the end. Almost invariably in American programming, the law is broken because the good guy had to work some kind of revenge on the evil one. ... There is no punishment for the good guy. There is reward ... . The lesson that we are teaching our children through television is that to be violent, to be aggressive, is bad if you are a bad guy, and okay if you are a good guy. ... We are teaching our children that they are good people in a sometimes hostile world, and that the mandate for good people is the power of force. (p. 21)

Data obtained in a survey by students at the Laura Secord Secondary School (1975) showed that only eleven aggressors were punished out of 124 cases of aggression shown on television shows. When figures for television and movies were combined, they found that 92.7% of the aggressors were let off "scot-free" or rewarded (p. 50). "The repetitive fact is that violence succeeds" (Liebert, 1975, p. 20).

EFFECTS OF VIEWING TELEVISED VIOLENCE

One of the most widely researched areas concerning television is with the acquisition of aggressive behaviour by the child. Before examining the literature on this subject, some operational definitions are required. Modelling refers to the observed behaviour of others, whether demonstrated directly or through films, television, or print. Direct imitation occurs when a person attempts to copy the model's behaviour as closely as possible. On the other hand, if the person actively avoids copying this behaviour, this is called direct counter-imitation. Disinhibition (also called response facilitation) encompasses the performance of behaviours which fall into the same class as the modelled behaviour, but are different in particulars.

Freud states that every person has the biological capacity for aggression, and that it is one of a number of possible responses to frustration (quoted in Sartain et al, 1958, p. 37). Wertham (1966) describes this as a mechanism in the lower brain centres, which is intimately connected with readiness for violence (p. 23). According to Piers and McGovern (1974), what distinguishes "non-violent people from those prone to violence is the capacity to control destructive impulses - because of stronger tendencies, such as sympathy, identification with others and a sense of right and wrong" (p. 51). On the other side of the coin is the widely-accepted theory of Bandura and Walters, that all aggression is learned. However, both the innate and the learning theories demonstrate how large amounts of violence on television can teach our children that aggression is acceptable, either by supporting the lower brain centres that are prone to violence or through imitative learning.

The catharsis hypothesis has been expounded most often by television network officials and philosophers as far back as Aristotle, to justify the portrayal of violence and aggression in drama. According to this theory, viewing violence (on television or at the theatre) reduces aggression in the observer. However, in a considerable number of investigations with children, this hypothesis has been unsubstantiated (Liebert et al, 1973, p. 44). A study by Feshbach and Singer (1971), in which several groups of boys were exposed to a violence-rich or a violence-poor diet of television, concluded that the violence-rich group displayed less aggressive behaviour in real life than the group exposed to violence-poor television fare. Although these are widely-quoted results on the side of television producers, Liebert et al (1973) outline several methodological errors, such as inconsistency in violence diet and background of the subjects, which invalidate the final conclusions (p. 47). Indeed, attempts to duplicate this study found the opposite results, in that watching aggression made the observer more likely to be aggressive (Liebert et al, 1973, p. 48). In 1960, a Canadian study found that sixth grade boys and girls who did not have television were more aggressive than children who did (Schramm et al, 1961). However, Schramm et al use this data to support their theory that variables such as family, peer and school relationships are all contributing factors to the influence of television on a child.

The reverse of the catharsis hypothesis is that children model the behaviour that they see on television, thus becoming more aggressive in their play after watching aggressive or violent programmes.

Many studies support this theory. In a noted experiment by Bandura, Ross and Ross (1963), 88% of the preschool-aged children displayed imitated aggression in a play situation. This "Bobo doll" experiment has been questioned on the basis that the Bobo clown is designed to be punched and kicked by children. Therefore, Hanratty, Liebert, Morris, and Fernandez (1969) went one step further by substituting a real live person dressed as a clown. Results showed that, although not all children exhibited such behaviour and although the plastic doll was more frequently and more violently attacked than the human victim, the live clown (who was Hanratty) did get punched, "not because the child had been frustrated or provoked, but simply because the child had recently seen someone in a little film hitting a clown" (Liebert, 1975, p. 10). Mussen and Rutherford (1961) and Ellis and Sekyra (1972) performed similar experiments to that of Bandura et al with first grade children. Results supported the hypothesis that exposure to aggressive fantasy in an animated cartoon intensified children's impulses to aggression. Steuer, Applefield and Smith (1971) matched pairs of preschool children according to background. One member of each pair watched aggressive cartoons for 11 days, while the other watched neutral cartoons. Subsequent observation of free play revealed that the child who had observed aggressive television became more aggressive than his mate.

Snow (1974) emphasizes a need to distinguish between make-believe and serious shows when discussing the effects of violence on the child:

"violent behaviours as defined by adults do not affect the child adversely when interpreted within a play context. Instead, violence in a play setting is something funny as in a cartoon or seen as enjoyable in a gun battle" (p. 21). On the other hand, Schramm et al (1961) state that, especially at very young ages, there can be confusion with roles and rules in both real and fantasy situations. Children tend to identify with the successful hero, who may be the villain (p. 158). Snow notes the need for further research on this question, using children's definitions of violence and violent programmes rather than adult definitions.

The above studies dealt mainly with immediate or short-term reactions. Hicks (1965) repeated the Bobo doll experiment and showed that six months later, the children had retained their imitative aggressive behaviour. In the only long term study that has been done on this subject, Lefkowitz, Eron, Walder and Huesmann (1972) collected data over a 10 year period, and concluded that "a substantial component of aggression at age 19 can be predicted better by the amount of television violence the child watched while in the 3rd grade than by any other factor" (Liebert et al, 1973, p. 82). More longitudinal research needs to be undertaken but these studies show that aggressive imitation can be both immediate and long term.

One factor affecting the acquisition of aggressive behaviour by a child is the amount of aggression in the programme. Liefer and Roberts (1972) demonstrated that children under 12 years who saw the more violent programmes were more likely to resort to aggression to resolve interpersonal conflict (quoted in Liefer, Gordon and Graves, 1974, p. 215). This effect has also been shown by means of physiological measurements.

Osborn and Endsley (1971), using a procedure for recording continuously the amount of emotional sweating (Galvanic Skin Response - GSR), found that 4 and 5 year old children responded more emotionally to high violence content than to controlled violence. Subjects also selected the high violence film as the "scariest" and recalled more detail from it one week later than from the other three films.

Another factor affecting the imitation of aggressive behaviour is the atmosphere in which the aggression is viewed. For example, male undergraduates who were angered and who viewed a violent film were more punitive toward a confederate than those who were not angered but who also viewed a violent film (Thomas and Tell, 1974). In a study by Milgram and Shotland (1973), the level of frustration was found to affect the amount of antisocial behaviour exhibited by subjects. Therefore, according to learning theory, aggression may be acquired as a behaviour pattern but not performed until circumstances are such as to provoke it, for example, in a case of frustration. Leifer and Roberts (1972) relate aggression to a response hierarchy:

> When an individual has a number of responses available to him, his alternatives are arranged in a hierarchy - a steplike progression from most probable to least probable. ... Leifer and Roberts suggest that the overt behavioral tests used in many studies tap only the first response in the hierarchy, but that the influence of television violence may be to change the relative positions of other responses as well. Televised violence may raise physical aggression from, say, the sixth most probable response to the second most probable response and thus increase the likelihood that aggression will occur. (quoted in Liebert et al, 1973, p. 63)

Situations that demand resolution may also rearrange this hierarchy.

The presence of an adult or peer may modify imitative aggressive behaviour:

> Children were exposed to an aggressive model and then allowed to play in one of three different situations: in the presence of adults, in the presence of peers, and alone. The general pattern of results disclosed that the presence of an adult reduced the amount of aggression, but the presence of a same-sexed peer increased aggression. Thus in life situations, the effects of aggressive modelling may occur most often under circumstances where they cannot be observed by parents or other adults. (Liebert et al, 1973, p. 57)

Hicks (1968) reports that the evaluative comments by the adult will influence subsequent aggression in a post-test situation with the same adult, in that negative evaluations decrease imitative aggression. However, Goranson (1969) found that:

> parental evaluation or instruction regarding the permissibility of aggression seen in the media can be effective in controlling aggressive imitation, but this communication may be irrelevant when adults are not present later to monitor the child"s behaviour. (quoted in Liebert et al, 1973, p. 57)

In a survey of first graders, Lyle and Hoffman (1972) found that "the children didn't usually act out (the viewed) aggression alone. Most used television aggression as a guide for their own actions when playing with friends" (quoted in Liebert et al, 1973, p. 54).

The initial level of aggression in the child affects the amount of imitated aggression after viewing violence. This has been demonstrated by Friedrich and Stein (1973), where children who were initially above the group median in aggression displayed more interpersonal aggression after viewing aggressive programmes than those who saw neutral programmes.

No significant effects were apparent for children who were initially below the group median in aggression. Halloran, Brown and Chaney (1970), in a study of delinquency in Britain, explain that delinquents (or aggressive individuals) may use television, not only as a means of stimulation for their behaviour, but also as a rationalization: "if people behave aggressively and destructively on television, then they argue it is alright to behave similarly". Schramm et al (1961) agree, in that television may exploit weakness and broken relationships, thus contributing to delinquency (p. 248).

Most of the studies mentioned above are laboratory studies; that is, they are performed in an artificial setting with controlled variables. Thus, one argument used against the imitative theory of viewing aggression is that scientific results do not apply to real-life situations. However, Liebert et al (1973) outline a number of studies which involve subjects in their natural surroundings. The longitudinal study mentioned previously by Lefkowitz et al (1972) is one example, where data was collected from the children in their home backgrounds, and then partialled out into several appropriate variables to obtain results. McIntyre and Teevan (1972), McLeod, Atkin and Chaffee (1972), and Robinson and Bachman (1972) all found a positive relationship between the violence ratings of children's and adolescents' favourite shows and deviant or aggressive behaviour in society. Violence ratings of favourite shows were also positively related to expressed approval of violence (Dominick and Greenburg (1972); McIntyre and Teevan (1972)). Lyle and Hoffman (1972) asked first graders if they had ever copied what they had seen on television: more than 60% said yes, and adventure shows such as Batman led the list. Thus direct questioning of normal children under natural conditions can yield the same results as experimental data: television viewing habits can be related to behaviour in real-life situations.

Parents may argue that their children could never imitate the violence that they see on television since much of it involves the use of weapons, which are unavailable to children. However, disinhibition may occur, thereby producing an increase in other types of aggressive behaviour. Also, children are inherently creative, and a baseball bat or similar object may make a fine substitute for a rifle in bashing another child over the head. Even though a child may not be prone to imitate aggression, the findings of Lyle and Hoffman (1972) that children are aggressive in the presence of peers, substantiates the theory that violent programming can affect every child through the possibility that he may become a victim of aggression. Harrison (1974) notes that an infant born in a major U.S. city today has a 2% probability of being murdered, statistics which don't even include the possibilities of some form of assault, which is an ever more prevalent crime.

Another effect that television violence can have is to reduce children's (and adults') sensitivity to violence. Cline (1973) has demonstrated this by measuring physical responses. He found that boys, ages 5 - 14 years, with a background of heavy violence viewing, were significantly less emotionally aroused by a violent movie than were boys with a background of light viewing. In this first empirical evidence of desensitization (reduced conscience and concern), he concluded that the boys had developed a tolerance for violence - possibly an indifference toward human life and suffering. Drabman and Thomas (1974) conducted a similar experiment, but in place of physiological measurements, the dependent measures were the length of time a subject took to report on disruptive behaviour of younger children. Children who had seen an aggressive film responded more slowly than did children who had not seen the film, thus leading to the conclusion that witnessing aggressive behaviour on

television and in the movies may serve to make the viewer more likely to consider conflict and fighting as normative behaviour. Rabinovitch (1972) also found that aggressive television may lessen violence perception if the shows are "pleasing" to the viewer. He terms this the "satisfaction hypothesis", but does not elaborate on what characteristics make a violent show "pleasing".

There are many real-life examples of imitated violence and aggression (Liebert et al, 1973, pp. 1 - 3; Methvin, 1973, pp. 1 - 6). Cases range from burning people alive to putting ground glass in the family dinner, and from bomb threats to rape. Recently, members of a northern Ontario community told the Royal Commission on Violence in the Communications Industry that they blamed the suicide deaths of seven young Indians on a television show, in which a former policeman shoots himself in his depression (Hamilton Spectator, November 1975). In 1974 a 13 year old Albertan boy hung himself accidently, in attempting to imitate an "execution" trick by Alice Cooper which was shown on television (Rolling Stone, April 1974). Many children have tried to perform "Evel Knievel" stunts, in the hope of obtaining the same degree of "heroicism" with which Knievel's stunts are portrayed. A busload of passengers sat and watched while a Toronto bus driver was badly beaten: "They just looked at me as if they were watching a fight on TV" (Gazette, April 1975). If studies by scientists aren't enough to convince us of the dangers of television, these incidents bring them much closer to home.

When we look at actual statistics on crime, we find that (for Canada) the national rate for total Criminal Code offences in the first quarter of 1975 increased 7.6% over the corresponding period of 1974. Rates for crimes of violence (including homicide, sexual offences, assaults (not indecent),

and robbery) increased by 4.5%. Although these increases may sound small, any increase in crime warrants a response. Perhaps these statistics can be related to a study on children's viewing of crime shows and attitudes on law enforcement. Dominick (1974) found a positive relationship between the importance attributed to television as an information source and the child's reluctance to indicate that he would report witnessed crime to police. He concludes that television may be reinforcing the "don't-get-involved" syndrome: "If television police shows have convinced the child that most criminals will be apprehended, then it matters little whether or not the person who witnessed a crime reports it since the criminal will get caught regardless" (p. 12). One would expect that the finding that 90% of all television crime is unsuccessful (as documented in this study) would tend to deter imitation of television crime! However, even if violence affects only a few people, the numbers are significant: "If only 1% of the possibly 40,000,000 people who saw "The Godfather" on television were stimulated to commit an aggressive act, this would involve 400,000 people. Or if it were only 1 in 10,000, it would involve 4,000 people - plus their victims" (Cline, 1975, p. 123). Although no statistical correlations have been made with this data, it is possible that the 10% of televised crime which is successful provokes imitation, which may account for part of the increase in the crime rate aforementioned. This hypothesis needs to be developed further.

In summary, television can affect the child in several ways:

1. He can learn to imitate the aggressive behaviour portrayed on television, if he perceives that he will be successful at it, and it brings no harm to himself.

2. Aggression may be displayed immediately, as in free play, or be acquired into his response hierarchy of behaviours, to be used when a situation requires it.

3. Factors affecting the imitation of aggression are the amount of aggression in the programme, the presence of an adult or peer, and the initial level of aggression in the child.

Liebert and Neale (1972), in summarizing research on television violence and children, note that the relationship between televised violence and imitative behaviour holds across sex, age, socioeconomic status, and school performance. They also point out that research has not dealt largely with those initially high in aggression but that almost all subjects were normal children from average American homes: "No region, ethnic group, or type of economic circumstance is unrepresented in the data collected to date" (Liebert, Davidson, and Neale, 1974, p. 122). Thus, televised violence has the potential to affect every child, either as an instigator of aggression or as a victim.

It is interesting to note, in the light of these public conclusions, that in a survey from Cornwall, Ontario, although 47% of the people questioned saw no effects on their own children from viewing violent programmes, 62% felt that violence on television is becoming a serious problem for the mental health of the viewer and 65% believe that there is a correlation between violence on television and violence in society (St. Lawrence College, November 1975). It would seem ironic that televised violence does not touch each of us personally but can affect society at large.

WHY VIOLENCE ON TELEVISION?

Many writers, producers, and network officials argue that people enjoy the violence so they continue to dole it out: "Since murder means ratings, murder will go on, and will increase as long as it pays", says Barry Crane, director and producer of Mannix, Police Story, Mission Impossible, and others (Kirby, 1975). In a survey by a special Senate Committee in 1970, 78% of Canadians surveyed felt that there was too much violence shown on television.

Schramm et al (1961) argue that even if children do enjoy watching violence, they should not get it on the basis of its effects on them: "since when has this (giving children what they want) become a sufficient doctrine for adult responsibility? ... One of the responsibilities (of an adult) is to guide the tastes and values of children as they develop. To say that television should give children whatever they want is a thoroughly irresponsible and callous point of view" (p. 180).

On the other hand, Leifer et al (1974) argue that there is no adequate test to show that violence is necessary for viewer interest. Researchers suggest that children and adults are attracted to conflict, drama and action rather than violence. "Programmers have turned to crime because it's cheaper and more profitable to produce. Violence is viewed by television writers as attention getting and the easiest way to solve a complex plot" (Newsweek, 1975). "We (producers) cannot forget, any more than the publishers of the Times can forget, that loyal audiences must also be large audiences - if broadcasters or publishers are to remain afloat to serve their viewers and readers" (Storer, 1975, p. 39). However, cannot drama and action be portrayed in television without violence as the resolution of conflict?

Some people argue that violence on television only portrays the reality of life. However, Gerbner (1969) states that at 14 years a child will have witnessed more than 11,000 murders. Is this reality?

Another concern is not only with violence per se, but with the exploitation of violence. Joseph Wambaugh, author of the police novel "The Blue Knight", found himself in constant argument with television executives and producers during its dramatization. They included excessive shooting, blood and guns to make it "play well". He comments: "I would

much rather tangle any day with the toughest burglar in Los Angeles than with a television executive" (Methvin, 1973, p. 11). As outlined extensively in The Early Window, each network has their own code and censorship ethics. However, as one producer remarks:

> The quotas (for blood, killings, etc.) merely challenge the ingenuity of writers and directors; they do not weaken the intention to make what pays. At the best, they result in a denatural violence. Murders occur, but their real horror is masked, so that viewers can become habituated without being repulsed. (Kirby, 1975)

Perhaps networks should follow the principles of Wertham (1974) that it is possible to teach a child that "there is still violence in the world without overloading his imagination with violent images" (p. 170).

TELEVISION VS OTHER MEDIA

Some people suggest that television is just being used as a scapegoat for society's evils. Violence has been around since the beginning of man, for example when the Romans fought the lions for sport, and it is portrayed in the Bible (Cain killing Abel) and fairytales (the wolf attacking Little Red Riding Hood's grandmother) (view expressed by Gordon Sinclair in the Media Violence film produced by the Royal Commission on Violence in the Communications Industry, 1975). People thought that the advent of comic books, films, and radios would bring increased aggression, antisocial behaviour, and a loss of values in our youth. However, "in the 30's the most avid moviegoer didn't get one-tenth the dose of entertainment that our children now get from television" (Liebert, 1975, p. 6). Harrison (1974), too, argues that television violence has a wider audience since a child has to attain a certain level before he reads about aggression but anyone can look at a picture.

In addition the depiction of violence in television varies with its depiction in other communication media:

> In good literature violence is a calamity, an error. Often death in itself is depicted movingly. In many mass media stories, violence is a way of life, and a routine act. Of course, there are horrors in some fairy tales which are certainly not suitable for young children. But the moral of many fairy tales is an integral part of the story. In the mass media, if there is a moral it gets lost in the effect of the action. (Wertham, 1974, p. 172)

Since 96% of all Canadians have at least one television set in their homes (Senate Committee, 1970), television has potentially a greater impact than any other form of communication media. Although comparable figures for the use of radio were not available to these writers, it is theorized that since television commands both the auditory and visual senses, and is generally much more explicit, television can be more influential than radio.

TELEVISION AND PROSOCIAL BEHAVIOUR

"Purposely or inadvertently, television is foremost a teacher, and its potential can be harnessed to shape our society in directions we deem more desirable" (Liebert, Davidson, and Neale, 1974, p. 124). Research into the relationship between beneficial television and the child is limited. A review of the literature that does exist, shows that television can convey prosocial attitudes.

Friedrich and Stein (1973) exposed groups of preschool children to aggressive cartoons (Batman and Superman), a prosocial programme (Misterroger's Neighbourhood), and a neutral film. While those viewing the aggressive cartoons displayed more interpersonal aggression, children exposed to the prosocial programme showed higher levels of task persistence and somewhat higher levels of rule obedience and delay tolerance than those in the neutral condition.

Increased prosocial interpersonal behaviour following exposure to the prosocial programme was also found for children from lower socioeconomic status families.

" Sharing is not innately built into the human organism ... . It must be taught in the manner in which society attempts to teach all its values, by providing direct instruction and appropriate examples" (Liebert et al, 1973, p. 90). Third and fourth grade children who saw a charitable television model were significantly more likely to share than those who saw a greedy one, regardless of the content of their "preaching" (Bryan and Walbeck, 1970). On the other hand, Stein and Bryan (1972) found that both preaching and practice were important in rule adoption behaviour of third and fourth grade children. Children followed a self-reward rule more often if the model was consistent in rule adherence, while children who viewed a model who did not practice what she preached broke the rule the most.

Paulson, McDonald & Whittemore (1972), associates of the Children's Television Workshop, examined the effectiveness of television as a teacher of cooperative behaviour. Children who viewed segments of Sesame Street, in which children and adults cooperated, shared, and helped each other, were more likely to share and cooperate than children who did not see them. However, the positive social behaviour did not generalize to new situations. Current research is in progress to identify factors that encourage positive social behaviour and how they interact with the initial social skills of the viewer (Leifer et al, 1974, p. 218).

Punishment or reward for behaviour is important in considering its adoption. Walters, Leat and Mezci (1963) found that when the model was punished for playing with forbidden toys, five year old boys did not imitate the behaviour, but when he was rewarded, the boys played with the toys (Liebert et al, 1973, p. 91).

In a study by Bandura (1965) children of this same age group imitated almost as much aggression after viewing a film where the model was neither punished nor rewarded as those children who viewed a model being rewarded. Therefore, nonreward conditions (with neither punishment nor reward) can stimulate imitation of aggression as well as reward conditions. The CBS network in the United States recently undertook a series of experiments to determine the effects that punishment of aggression on television has on subsequent imitative behaviour. Although their results are inconclusive, new methodology for the type of research is suggested (Milgram and Shotland, 1973).

Defleur and Defleur (1967) examined television as a learning source for children's occupational knowledge. Television contact occupations were perceived by 6 to 13 year olds in a more uniform way than those learned about through personal contact. The authors suggest that "television provides children with much superficial and misleading information about the labour force of their society" and that it "may be laying foundations for difficult personal and social problems" (p. 789). At the present time, some children's shows have the objective of teaching children about various occupations (for example, Circle Square, Misterroger's Neighbourhood, Captain Kangaroo).

Television can be used to reduce fears in children. Preschoolers were not as afraid of dogs and dentists after viewing films where an older child approached a dog and a dentist (in separate films), thereby demonstrating to the younger child (in the film) that there was no cause for fear (Liebert and Poulos, 1972). Dr. Brazelton, a pediatrician, found that a 4 year old patient

was significantly less afraid of the doctor after viewing a segment of Mister-roger's Neighbourhood which portrayed a visit to the doctor (quoted in Kaye, 1974, p. xvi). Nursery-school children who viewed a social-interaction film significantly increased the number and quality of interactions with other students (Liebert and Poulos, 1972). This led O'Connor (who undertook the study) to the conclusion that it is possible to effect significant changes in social behaviour without developing a therapeutic relationship.

Another beneficial use of television is in the area of education. The Children's Television Workshop is one of the most prominent institutions in this regard, having developed the children's programmes Sesame Street and Electric Company. Both are education oriented, the first towards preschoolers and the latter for grade two students who are having difficulty in reading; yet both retain entertainment values. They were set up only after extensive planning and are being continually researched to ensure that they are meeting their required goals. Tests by Ball and Bogatz (1970) have shown that children are retaining the subject matter from Sesame Street, and through regular and frequent viewing, the gap between disadvantaged and "normal" children can be narrowed (quoted in Gelfand, 1975, p. 339). However, Helen Gaston, a kinder-garden consultant with the Etobicoke Board of Education, cautions parents that Sesame Street should only be a reinforcement to learning, in that play and concrete materials are the best way for children to learn (Vienneau, 1975).

Ontario's own educational television system, Channel 19 (Ontario Educational Communication Authority), is broadcast from Toronto, primarily to supplement the school system by producing educational programmes, which relate to the school curriculum. It has also begun to serve as an educational service to the general public by broadcasting in prime time hours.

Recently, after the Ontario government announced cutbacks for the station, a newspaper columnist responded with this positive attitude:

> TV is obviously an influential and powerful medium. What other institution (Channel 19) in this province is in a position to use that medium to provide learning experiences for millions of people, regardless of where they live, of what their income is, or of how old they are? ... The idea that educational broadcasting should be limited to school subjects, and that education stops when you leave school, could hardly be more narrow-minded and elitist. Education starts with birth and may or may not end with death, and it is thrilling to see people's interests maintained and their minds stimulated from beginning to end. (Globe and Mail, November, 1975)

Schramm et al (1961) have found that the preschool age child has the highest capacity for absorption of learning from television due to less competition from outside influences (p. 77). Yet, with commercial television, most learning is incidental. It would seem necessary to change the policy whereby most broadcasting hours are given to commercial television (Schramm et al, 1961, p. 76).

To summarize, research has shown that television can increase levels of task persistence and rule obedience, prosocial interpersonal behaviour, sharing, rule adoption behaviour, cooperation, and resistance to temptation. It can be used to reduce fears in children, reverse withdrawal symptoms, and teach about society (for example, occupations). Its educational potential as an extension to the school is only just beginning to be tapped.

GOVERNMENT CONTROL OF TELEVISION

The CRTC was created under The Broadcasting Act 1967/68 chapter 25 section 1, within the jurisdiction of the Secretary of State. It is responsible for all aspects of radio and television broadcasting in Canada, including the Canadian Broadcasting Corporation (CBC) and independent broadcasters.

This entails issuing of licences to broadcast, renewal of existing licences, and revoking of licences in instances where the broadcaster has committed a breach of The Broadcasting Act. This power (revoking of licences) is rarely used.

To illustrate the lack of use of revocation, the following example appeared in the newspaper recently. According to Chapter B11, clause 3(d),

> the programming provided by the Canadian broadcasting system should be varied and comprehensive and should provide reasonable, balanced opportunity for the expression of differing views on matters of public concern and the programming provided by each broadcaster should be of high standards, using predominantly Canadian creative and other resources. (The Broadcasting Act, 1967/68)

However, according to the Ottawa Citizen (October 1975), CFTM - TV in Montreal was severely criticized by a CRTC Commissioner for "exposing young viewers to violent crime shows". He went so far as to say that CFTM is "the champion of all French violent films in Canada, if not the world". In an attempt to establish the sincerity of this Commissioner's statements, a researcher from this project spoke with an official at the CRTC, and discovered that because of the large investment which CFTM's president had in the industry, it was probable that the licence would be renewed with an admonishment that the president "clean house"! The section of The Broadcasting Act previously mentioned was not put into effect.

THE BORDER WAR

Numerous articles have been written in both Canada and the U.S., in relation to the so-called "Border War". The three Buffalo stations mainly affected, WGR (2) WBEN (4) and WKBW (7), are objecting on two separate counts.

(1) The cable companies in the Toronto, Hamilton, and Niagara peninsula area, on the advice of the CRTC, have been asked to delete commercials from U.S. stations being picked up and retransmitted for Canadian viewing, and replace them with Public Service Announcements. The Buffalo stations' managements have denounced this as piracy, and in support of their protests have stated that the cost of programmes purchased from the U.S. networks are based not on the Buffalo area market only, but also take into account the 3 million Southern Ontario viewers who receive their signals (Bawden, December 1975).

This cost factor, while significant, is a matter to be resolved by the Buffalo stations and the 3 major U.S. networks. In fact, the Buffalo Stations could possibly be guilty of "piracy" of Canadian air space by beaming their signals into Canada. It should not be a Canadian problem.

A major point not generally discussed, however, is that all commercials on Canadian stations, except those of a purely local interest, must be cleared by the Canadian Association of Broadcasters (CAB) before being telecast. If a commercial is not approved, it cannot be shown on any Canadian station, either English of French. The U.S. equivalent of CAB - National Association of Broadcasters (NAB) - also has a code of conformity, but it is seldom enforced. For example, the cartoon character "Fred Flintstone" is shown on the U.S. stations, to advertise "Flintstones Vitamins" on children's programmes. However, Clause 2 (a) of the CAB code states that drugs, proprietary medicines, and <u>vitamins</u> in liquid, powdered or <u>tablet form</u> must not be advertised to children (CAB, 1974, p.3)!!! In addition, Clause 4 (b) states that cartoon characters and puppets must not expressly promote product, premiums, or services (p. 5)!!

It would thus appear that the U.S. telecast content beamed into Canada would have to conform with the CAB's code relating to commercials aimed at children, before the Buffalo stations could win their case re: deletion of U.S. commercials by Canadian broadcasters.

(2) The Canadian Federal Government, in 1975, passed a bill which prohibits Canadian companies from claiming, as a business expense for tax purposes, the cost of advertising outside Canada. It has been estimated that this new law will result in a decrease in revenue of some $20 million per annum to the Buffalo television stations. They have retaliated with threats of jamming their signals to make their programmes unavailable to Canadians in Southern Ontario (Bawden, 1975). To date this has gone no further than the "threat" stage.

While the decreased revenue figure quoted may be a reasonable estimate, the new law would also mean that multi-national companies (with subsidiaries in both Canada and the U.S.) would be compelled to use Canadian television facilities to advertise their products. The law would also require such advertising to conform to the CAB code and to be approved by this Association before being granted clearance for televising. Other companies, notably in the toy industry, which rely heavily on U.S. border stations for beaming their commercials to Canadian viewers, would find their commercials falling below CAB standards. Clause 5 (a) states: "When parts or accessories, that a child might reasonably suppose to be part of the normal purchase, are available only at extra cost, this must be made clear, both <u>orally</u> and visually (CAB, 1974, p. 4). The toy manufacturers are noted for using visual information only ("batteries not included", "items sold separately", etc.) without <u>oral</u> accompaniment, on U.S. television.

Another point of interest is that should the multi-national companies use U.S. studio facilities for taping of commercials for the Canadian market, it is possible that under the Canadian Tariff laws they could be subject to a surcharge (in the area of 10%) under the section headed "of a class or kind made in Canada", when imported into this country (Bawden, March 1976).

Thus, while the decrease in revenue to the Buffalo stations may be as quoted, the increase in revenue to Canadian television stations may be significantly greater.

In summary, the "border war" needs to be considered because its outcome will affect the amount and content of television programming which viewers in Southern Ontario may receive in the future. If, in fact, most of the violent and antisocial programmes are being produced in the U.S., it may be to the benefit of Canadian society not to receive signals from the U.S. Of course, this would not eliminate the telecasting of American shows on Canadian stations. It would certainly be interesting to survey the television viewing habits and crime patterns of Canadians if jamming did occur, in comparison with the state of affairs at the present time.

NETWORK AND STATION POLICIES RE: CHILDRENS' PROGRAMMING

Networks have found that animated cartoons - which other researchers have often found to be of the poorest quality and most violent of children's programmes - attracted the largest audience, ages two to eleven years. Therefore, "for maximum profits to claim maximum audience, programmes aimed at children of a specific age are likely to be replaced by cartoons which attract the broadest span ... . There is little discussion of the value or the lack of diversity that results from the three networks scheduling 15 hours of animated cartoons on Saturday morning" (Kaye, 1974, p. 6). The networks

can profit from children's cartoons in another manner. There are no pilot programmes for children's shows: "when a network buys a children's series from a producer, it signs a contract for 17 half-hour shows; usually guaranteeing that each episode will be shown 6 times over two years or 8 times over 3 years" (Liebert et al, 1973, p. 16). This rerun practice is possible due to the changeover in audience (as children grow up), but the point is that profits from this method are phenomenal. In addition, very few residuals must be paid with cartoons for reruns, whereas for live shows, residuals have to be paid to the actors (Morris, 1971, p. 51). Hence, more profits are gained with cartoons.

Much criticism is leveled at the producer for not creating more "good" programmes for children. Some of this criticism may be valid. Cantor (1972) professes that "most (producers) are unconcerned about the effects of their programmes on the audience, arguing that it is the parent's responsibility - or the network's" (Liebert et al, 1973, p. 17). In many cases it is the fault of the network, who may be concerned only with ratings in order that advertisers will continue to support them financially. "Those producers who are committed to particular artistic and ethical values have trouble remaining in the commercial field. One well-known producer of a series presently on the air left the field of children's programming because he could not reconcile what he considered the networks' lack of social conscience with his own ideas of good craftmanship and content" (Liebert et al, 1973, p. 16). Most networks are quick to claim that commercials sell products but are unwilling to admit that programmes sell behaviour (Methvin, 1973; O'Flaherty, 1969). Is it not consistent logic to recognize the potential of television to teach prosocial values, and to support such programmes? George Heinemann, vice-president of children's programming at NBC, feels that his network does consider the child when producing children's shows:

> I insist on treating the child as an adult, within his framework and on his level. ... I will not do programs that I think are cute or great for him. What I will do, are the programs he (she) really enjoys, the kind of programs the child wants to participate in. (Morris, 1971, p. 43)

However, an interesting observation is that NBC rated the highest in aggressive acts during a survey by Harvey, Poulos, and Liebert (1975) of Saturday morning programmes for the 1974-75 season. This may be a result of an experiment by NBC in 1971 to implement prosocial children's programmes: NBC made only a small profit from Saturday children's programming while CBS and ABC raked in money (Methvin, 1973, p. 16). Perhaps producers and network officials need to become more aware of what constitutes good programming for children.

Producers of children's programmes at Canadian Broadcasting Corporation (CBC) seemed to have an understanding of what children need and enjoy, as perceived by members of this project during a recent interview. Preliminary examination of their programming schedule lends credence to this feeling. They felt that the major factor hampering better Canadian productions is economics. Advertisers know that cartoons and adult drama shows have high ratings; hence, they demand that their money go to these areas. Perhaps a major focus for change should be on convincing advertisers that children will watch good prosocial programmes. Again, the problem is partly network priorities - children's programming not being one of them: "CBC - TV runs 1,000 hours of children's programming a year - twice that of any other department - but allots them only half the budget given sports, drama or current affairs" (Adilman, 1975).

TELEVISION IN EUROPEAN COUNTRIES

It is difficult to make an overall comparison between children's television programming in Europe and that of Canada and the United States. One reason for this is because the total number of viewing hours in Europe is considerably less than is found in the Western Hemisphere. In addition, a much greater amount of time is devoted to pre-school, in-school, and after-school education by means of television in Europe than in North American countries.

Because of the extensive programming for children, the European countries have done more audience research into children's television than with programmes geared towards adults. This tends to be the reverse of North American practices.

France appears to be taking the lead in the educational field of broadcasting. In 1966, 60% of her schools were using radio and 20% were using television to some degree. Many of the school programmes on French television are telecast by the National Centre for Teaching by Correspondence, some of which are designed for bed-ridden or isolated children, and for adults wishing to complete interrupted studies. Special study and refresher courses for teachers in modern maths, physics, biology, and applied linguistics can also be obtained through French television. Handbooks for in-school programming are provided for both teachers and students.

Other European countries vary in their television content. Italy, as well as France, devotes most of its daytime viewing (6 hours) to school and educational programmes. However, the reasoning behind this is probably due to the high percentage of illiteracy of the adult population. Yugoslavia, too, has a similar programme to that of France, but on a much smaller scale. In Britain, telecasts for BBC and ITV are limited to 50 hours per week, plus religious, school,

and educational broadcasts which brings the total to approximately 70 hours per week, in order to maintain control over the television media.

For the most part, European television is under a national monopoly, that is, government operated and controlled. Thus, income from commercials comprises a considerable portion of the revenue for these countries.

In summary, European broadcasts for children are of every imaginable type, from direct instruction to pure entertainment. Musical content ranges from folk songs to symphony, from musical comedy to the latest popular hits. Instruction varies from the sciences to literature and from basic health hints to philosophy and politics. Broadcasts can be single programmes, serialized or varied. Puppets and marionettes are popular, as are children's orchestras and bands. Films shown include some from North America, but are largely made in Europe. There is very little of the intense excitement, violence, and shoddiness which is prevalent in North American commercial television. Writers for children's television are carefully chosen and have become specialists in their field.

Although children's television in Europe may not be as exciting as its counterpart in North America, it must, because of its content and concept, deserve a much higher rating.

CHARACTERISTICS OF A GOOD PROGRAMME FOR CHILDREN

The following are questions which producers, networks, and parents should ask themselves when evaluating children's programmes:

1. Does the programme appeal to the audience for which it was intended? Is it designed for a mass or a specialized audience? (Programmes which are designed for a limited audience, for example, 8 and 9 year olds, will hit their target more than those designed for 2 to 11 year olds) How is success measured? (Child response? Nielsen or BBM ratings - percentages of viewers watching particular shows at particular times, compiled by private industries? Advertiser response?)

2. Does it meet children's needs for entertainment and action? Dr. Robert Liebert says that it is action - not violence - that children enjoy (Ottawa Citizen, October 1975).

3. Does it add to one's understanding and appreciation of himself, others, and the world? "Since television dominates so much of a child's leisure time and affects his attitudes and feelings, children's television should do more than entertain" (Wheaton College Graduates, 1974, p. 20). What is the programme designed to teach? What is really being learned?

4. Does it encourage worthwhile ideals, values, and beliefs?

5. Does the programme stimulate constructive activities outside of the viewing time? Are there any means of interaction between viewer and programme? "It might be possible to devise (technical) systems in which the child can respond. A simple optical device, for example, could tell if he's right in a game so that he could interact with the program, literally" (Soloviov, 1974, p. 12).

6. Does the programme deal with issues that are relevant to the child? "A child's learning is best centred upon his own experience" (Wheaton College Graduates, 1974, p. 22).

7. Are there adults and/or children on the programme with whom children can relate?

8. Does the programme stimulate the natural creative urges in the child?

The above characteristics of good programming for children are a combination of the points made in the articles by the following writers: Rita Deverell, Edwin Kiester, Jr., Dr. Margery R. King, CBC, Joan Soloviov, and Wheaton College Graduates.

A study by David Nostbakken et al (1974) on children's responses to television programmes led to the following implications for producers:

1. Programmes need to allow for oscillation of attention in terms of eye and ear.
2. Provision might be made in the programmes for children to interact with each other.
3. Restatement of the theme is usually necessary in the middle of the programme.
4. Music and sound effects are successful in cueing the participation of the children (for example, when the commercial is over, music cues children to tune into the programme).

Other specific items which hold children's attention are animation, nature, animals, adventure, humour, riddles, jokes, games (kibitzing) and stories. Garry, Rainsberry and Winick (1962), three distinguished experts in the fields of education, psychology, and children's programming, are the authors of a book entitled For the Young Viewer which goes into great detail about what constitutes good programming for young children. To summarize its content briefly, children generally enjoy repetition, poetry (mania for rhyming), music (the universal language of children), pantomime (nonverbal communication), holidays, physical exercises, drawing and painting, magic, fables, and fantasy, plus items already mentioned. An in-depth examination of this book would certainly be beneficial to anyone interested in producing a children's programme.

In connection with our earlier discussion on violence and aggression, it is interesting to note that the National Association for Better Broadcasting (U.S.) has adopted the following three standards for children's drama programming:

1. Crime is never suitable as a major theme of any children's programme.
2. There should be an immediate resolution of suspense, and the programme should avoid undue emphasis on fear.
3. A clear differentiation should be made between fantasy and fact. (Kiester, 1975, (b))

If these criteria are being followed, then children's programming would be exempt from our criticisms of the portrayal of unnecessary violence. However, children still come into contact with this when they are allowed to view adult drama.

WHAT HAS BEEN DONE?

Much of the research that has been done on the subject of children and television is from the United States. This is logical since the advent of television in the U.S. was prior to its appearance in Canada. Also, a preliminary examination of television programming by the staff of the ACB Project shows that

most of the violent programmes are produced in the U.S. However, the findings that are available should be pertinent to both Americans and Canadians since Canadians have access to violent programming from the U.S. channels and from Canadian stations who purchase American programmes.

Several congressional committees have dealt with televised violence and its effects on society: a subcommittee on juvenile delinquency, a commission on the causes and prevention of violence in the 1960's and the most noted undertaking in 1969 which led to the Surgeon-General's report and congressional hearings in 1972. Although the latter document did discern a causal relationship between television violence and antisocial behaviour on the part of children (Liebert and Poulos, 1972, p. 128), very little concrete action was taken, due to mismanagement of the committee in its formation and the slurring of conclusive findings by members of the committee and the media (Cater and Strickland, 1975).

One of the strongest organizations involved in better programming for children is Action for Children's Television (ACT), formed in 1968 by a group of concerned mothers. One of its goals is to make the Federal Commission On Communications (FCC) a more potent agency (Morris, 1971, p. 207). It has been successful in toning down violence (in legislation, if not in practice) during two hours when children are watching, by promoting the "family viewing time" from 7 to 9 p.m. In a survey by T.V. Guide (December, 1975) one month after the legislation came into effect, 8 out of 10 Americans favoured the concept of "family viewing time", while at the same time 58% of the respondents had never heard of it! Critics argue that it doesn't prevent children from watching at other hours when violence and sex are televised. Therefore, the success of that plan remains to be seen. ACT has been most influential in

improving advertising shown during children's shows, by encouraging the reduction of time spent in commercials and by encouraging ads which sponsor good nutrition and no direct appeals to children to "buy". One of its greatest achievements is in creating public awareness of the problems inherent in children's programming: from 2 founders in 1968 it has grown to a membership of several thousands. The Family Guide to Children's Television, written by an ACT member, offers sound, practical advice to parents on how to control the "stranger in the living room" (Kaye, 1974).

In Canada, television personnel and parents are becoming more alert to the potential of television for both good and evil. The Children's Broadcast Institute, under the direction of former CBC producer Joan Soloviov, was established in 1974 under the auspices of the Canadian Radio-Television Commission (CRTC). Its members come from various backgrounds - advertisers and advertising agencies, educational experts, broadcasters, and the general public. To date, it has sponsored a study on children's responses to television programmes, a compilation of research on television, and a workshop for broadcasters, advertisers and the public. The Institute is also hoping to investigate more fully what children enjoy seeing on television and cooperate with the Ontario Institute for Studies in Education (OISE) in expanding the concept of media literacy with young children.

PAY TELEVISION - THE ULTIMATE SOLUTION?

On December 16th, 1975 the CRTC rejected pay television because of the competitive threat it posed to regular broadcasters. In a 44-page statement on cable television, the committee rejected as premature requests by a number of large cable companies to start pay television systems across the country (CRTC, 1975). The CRTC said such a system should be deferred until broadcasters

and cable companies have had a chance to adjust to a range of new regulations and policies on program substitution and deletion of commercials from imported U.S. television signals:

> The commission believes that the Canadian broadcasting system should have the opportunity to adapt and absorb all of the present policies and development free from the potential challenge of widespread introduction of pay television. (CRTC, 1975, p. 42)

However, the CRTC made another significant statement: "Some form of pay television is highly probable in the future and has the potential of becoming a major new element in the boradcasting system" (p. 42).

The opinion expressed by Mr. Hind-Smith, president of the Canadian Cable Association was that with pay television, program producers would be "free from the restraint of advertising which has inhibited the growth" of domestic programming, and also that "pay television will perhaps sooner than later come to represent the ultimate solution to the Canadian television production industry" (Globe and Mail, December 1975).

It is interesting to note that in the British House of Commons, in the fall of 1975, a British MP made a similar suggestion, which received widespread publicity.

Pay television merits consideration on at least two other points:

1) As an additional source of tax revenue for Provincial or Federal Government and
2) Much greater control of children's viewing habits, in that the parents would become more selective in programme choice.

This would not necessarily eliminate violence, but if a program containing violence was viewed, it would be at a cost. It would also be, generally, the parent's choice, not the child's.

WHAT CAN BE DONE

R.E. Lee, of the FCC, feels that "withdrawal of sponsorship is the most effective control to date" (Parents Magazine, 1974, p. 32), since, as explained previously, the advertiser is the reason why the violent shows are produced (networks most often respond to advertiser rather than audience demands). The Miracle White Co., which spends over $2,000,000 annually on television advertising, withdrew their sponsorship of violent shows, viewing them as "mind pollution" (Parents Magazine, 1974). Advertisers need to be educated to the fact that children will watch "good" programming if it is available.

More diverse television content must be made available. Only the television industry is in a position to provide this, but federal guidelines and public pressure may convince the networks that diversity is necessary. New technological developments such as cable television which already exists, and cassettes for choice of home-viewing in the future, bring more programmes within the range of the viewer (Leifer, Gordon and Graves, 1974, p. 233).

In the same vein, more programmes centering on prosocial behaviour are necessary as alternatives to the violent programming. This includes an increase in the number of programmes produced specifically for children, as well as the showing of more programmes during prime times. Federal government sponsorship could provide an incentive for producers to turn to prosocial programming (Leifer, Gordon & Graves, 1974, p. 234). The most important test, and perhaps the hardest as well, is to convince producers and advertisers that children will watch the alternatives. Paul Taff, former head of National Educational Television (NET) is concerned that "when left on their own, children are inclined to go for the action packages because they've been conditioned to this. But I think that once a child ... understands what

Misterrogers does for him ... really caring about him ... then I firmly believe he will turn to Fred Rogers ... not to an innocuous cartoon" (Morris, 1971, p. 73). However, Melody (1973) argues that "as long as advertisers control programming it will respond to their own vested interests and not the needs of the child" (p. 117). He suggests that a gradual implementation of alternate modes of financing children's television will provide better programming without causing significant financial hardship to the broadcasting industry.

More research needs to be done in the area of prosocial programming. Liebert, Davidson and Neale (1974) are proceeding in this direction. They have isolated types of prosocial behaviour that could be shown on television: providing aid or assistance to another, control of aggressive impulses, making up for bad behaviour, delay of gratification, explaining feelings of others, sympathy, and resistance to temptation. Their first task is to define this code in accordance with network programming. The second step is to examine the effects of prosocial programming: does it really get through to the child to the same degree that aggressive behaviour is acquired? Finally, they need to learn more about the preferences of children and reactions to programmes in order to convince networks that people will watch prosocial programmes. "Children are the greatest researchers I have" states Ruby Peckford Johnson, writer/producer of the prosocial programme "Circle Square" (Peckford, 1975, p.3), who obtains feedback directly from children on what they enjoy watching.

Dr. W. Bromberg, a forensic consultant, suggests that television should "make use of the viewer's tendency to identify emotionally with a television character in order to teach people to deal with their own violent natures" (Morris, 1971, p. 123):

> Violence is a response to emotional needs, often hidden from view and occurs when that part of ourselves that demands "I want, I hate, I can't tolerate", breaks through normal controls. Television could demonstrate ... something of the psychology of violence, and nothing else offers such a ready means for preventative education among the public. (Morris, 1971, p. 123)

If conflict is essential to drama, can it not be resolved through another method, such as counselling, talking the situation through, compromise, or consensus rather than through violence and aggression?

Government censorship has been suggested as a control over the amount of violence portrayed on television. In July 1975, 20% of a Canadian sample felt that the control of exposure to violence is the responsibility of the government (Toronto Star, May 1975). Police Chief James Kettles of Saskatoon urges government censorship (Powers, May 1975). After a survey of television violence, students at the Laura Secord Secondary School (November, 1975) concluded that government censorship should be apparent in the following areas:

1. preparations for the violent act should not be depicted in detail, to discourage imitation of the act in real life.
2. viewers should be aware of the motivation of the aggressor.
3. sensationalism of the act itself should not be shown in such a way that it might provoke the sadistic element in an individual.
4. suitable lawful punishment should be enforced within the context of the show.
5. extreme violence should not be shown in a farcical manner.
6. less time should be devoted to shows containing violence.

Censorship is sometimes opposed on the grounds that civil liberties are being tread upon (Wertham, 1974, p. 171). Yet, the foregoing studies, as well as a poll in 1969 where 76% of Canadians sampled felt that some censorship is necessary for television (Senate Committee, 1970), indicate

that most people are not opposed to censorship. Also, if Ontario can have a board on censors for theatre movies, why is it infringing on any more rights to have a form of censorship for television?

Another Canadian survey showed that 40% of its sample believe that control of the television set rests, at least partially, in the hands of parents (Toronto Star, May 1975). ACT offers the most sound, comprehensive advice to parents:

1. Keep control of the set. "When the programme really reaches the child, he will watch it whether it is on Channel 2 or 68. It is up to the parent to encourage better screening, better viewing habits" (Morris, 1971, p. 73).

2. Watch shows together, and discuss them with your children. Help them to distinguish between the reality and fantasy of television.

3. Preview programmes and schedules, and call attention to worthwhile shows coming up. "Make viewing an activity to be anticipated, not something done out of habit" (Kiester, 1975 (a), p. 2).

4. Recheck programmes from time to time to ensure that programme content remains nonviolent. An independent monitoring agency could provide regular reports on the level of violence in television entertainment, with reports being made available to the public and relevant government agencies.

5. Protest when programmes are bad, to the station, the network, the FCC (CRTC in Canada), and your member of parliament. Also, let stations and other officials know when you have enjoyed their programmes.

6. Set a good example - if a parent is glued to the television set constantly, then why shouldn't his child do the same?

7. Provide other experiences. Police Chief James Kettle of Saskatoon firmly believes that society needs a rejuvenation of the sense of togetherness in the family to counterbalance the effects of television (Powers, May 1975). Two hours of activity are suggested for every hour of television viewing.

8. Join other parents in concerted action, such as ACT groups (chapters are in Canada as well as the U.S.) and the Children's Television Committee in Vancouver. (Kiester, 1975 (a))

Johnson (1970), in How to Talk Back to Your Television Set offers similar suggestions.

Leifer et al (1974) suggest that the government could assist parents by issuing booklets on the fantasy of television (why people who are on television don't really die, for example), a basis for guided television viewing (what are the good shows and when are they broadcast?), and guides to help parent practice skills with their children (hobby, recipe, craft, song books) (p. 237-239).

Dr. Victor Cline, a noted psychologist, effected changes in his own household and found that controlled television viewing led to less grouchiness, more completed chores and homework, and more relaxed family relationships. He concluded that "the evidence is clear: a child's mind can be polluted and corrupted just as easily as his body can be poisoned by contaminants in the environment. Children are essentially powerless to deal with such problems. This means that the responsibility for effecting changes rests with every adult citizen" (Cline, 1975, p. 125).

Schramm et al (1961) suggest that schools need to become more involved with television viewing. They could connect intellectual growth with television by directing children to reality programs, and then reinforcing it with classroom discussion to break down passive fantasy. This would lead to greater media literacy.

CONCLUSION

> Television, by its very nature, brainwashes children in that it shapes the way they view the world and the kind of people they will be. We cannot rid ourselves of its influence. We can elect to control television minimally - thereby handing its power to those who are willing to use it. Or we can insist that television be programmed to socialize our children in positive directions. The latter is not an easy task for it requires a major, mutual commitment on the part of the public, and perhaps, sponsors and the existing industry. But it is

> our only ethical choice. Unless we teach our children wisely, our society is only 20 years from savagery. Perhaps we are the same distance - one generation - from a more civilized world. Television can help propel us it either direction. (Liebert and Poulos, 1972, p. 128)

SUMMARY

1. Television viewing occupies a considerable portion of the average child's life; thus, television has almost supplanted the family, the school and the community as the primary socializing agency.
2. Violence is prevalent on both children's and adults' programming, and on both Canadian and American stations.
3. Lessons that are being taught by televised violence:
   - violence and crime are all around us, resulting in unwarranted levels of fear.
   - cities are not healthy places in which to live.
   - unnatural view of death; there is little emotional suffering connected with it.
   - violence is a legitimate means of problem-solving.
4. The catharsis hypothesis, that viewing violence reduces aggression in the observer, has been largely unsubstantiated in studies with children.
5. Children imitate aggressive behaviour that they see on television.
6. Aggressive behaviour may be absorbed into the child's behavioural repertoire to be used when the situation requires it: the effects of viewing violence can be both immediate and long-term.
7. The degree of violence in the program and the child's initial level of aggression may affect the acquisition of aggressive behaviour.
8. Television violence has the potential to affect every child, as either an instigator or as a victim of imitated aggression.

9. A reduced sensitivity to violence can be another effect of televised violence, which may lead to an apathetic attitude toward real-life crime and violence.
10. Contrary to the belief of most networks and producers, the majority of people do not enjoy viewing violence, but prefer the action element in dramas.
11. Television has the potential to reach more people than other forms of media, hence, the concern with its portrayal of violence.
12. Television has the potential to teach prosocial behaviour, such as task persistence, rule obedience and adoption, constructive interpersonal behaviour, sharing, cooperation, and resistance to temptation. It can also be used to reduce fears in children, reverse withdrawal symptoms, and teach about occupations.
13. Producers, stations, and networks are not adequately concerned about the quality of children's programming.
14. Studies have determined what constitutes good programming for children, including what children themselves say they enjoy watching. More feedback from children is necessary.
15. Quantities of research have been done on the effects of violence on children. Although responsible agencies have reviewed the material, little concrete action has been taken.
16. Organizations such as ACT and the Children's Broadcast Institute are attempting to create public awareness to encourage better children's programming.
17. Suggestions for improvement:
    - withdrawal of sponsorship of violent programs
    - more diverse television content, including more prosocial programs
    - government censorship of violence

- parental control and involvement
- assistance by the government in producing guides for parents
- involvement of the school system in promoting media literacy.

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CHAPTER 2

Content Analysis of Television Programmes

Content Analysis of Television Programmes

Introduction

At the same time as members of our project were compiling the previously-noted findings on the impact of television and the reasons for this impact (ie. content of programmes), we felt that it was important to examine in depth this season's television programming. By so doing, we could be familiar with the programming which we were condemning or condoning when we spoke to public groups at a later date, as well as being able to quote findings from other research studies.

Over a period of approximately two weeks, six staff members monitored programmes that would compose a fairly normal one-week time slot. We began at 6 am (when some of the stations began programming) and ended at 9 pm, as it was our opinion that most children under the age of 10 years would be in bed by this time. Unfortunately, we were forced to do our viewing in the post New Year season (January 12 - 25, 1976) thus, we encountered several "specials" and sports championships which could not be classified as regular programmes, although they may constitute annual programming. As well, some of the programmes viewed were pilots for mid-season changes in the programme schedule. However, the information in this report is a fairly typical example of programming and covers all channels received in the Hamilton area between the hours of 6 am and 9 pm from Sunday to Saturday.

Information from this survey is summarized in two forms. Firstly, the programmes were coded into age groups, channel shown on, and violent vs prosocial content. The children's programmes were also analyzed in detail for specific content. The results from this study follow. Secondly, brief summaries were written of each programme, and these are found in Appendix A. Definitions for the classifications and abbreviations are also found in Appendix A.

It must be noted that this survey is strictly an analysis of what is available to the viewer. It does not represent the popularity of the programmes, as in frequency of viewing or number of viewers. Therefore, as an example, although 92.8% of the programmes are classified as prosocial, viewers may watch the 7.2% of programmes that are violent more often than the prosocial ones. This discrepancy must be kept in mind.

Station names as related to channel numbers received in the Hamilton area:

2 - WGR - NBC (Buffalo, U.S.)

4 - WBEN - CBS (Buffalo, U.S.)

5 - CBC (Toronto)

6 - Global (Toronto)

7 - WKBW - ABC (Buffalo, U.S.)

8 - Cable 8 (Hamilton - local)

9 - CFTO - CTV (Toronto)

11 - CHCH (Hamilton)

13 - CKCO - CTV (Kitchener)

17 - WNED - PBS (Buffalo, U.S.)

19 - OECA - TV Ontario (Toronto)

29 - WUTV - Independent (Buffalo, U.S.)

Figure 1. Preschool Programmes per channel as a percentage of total preschool programmes.

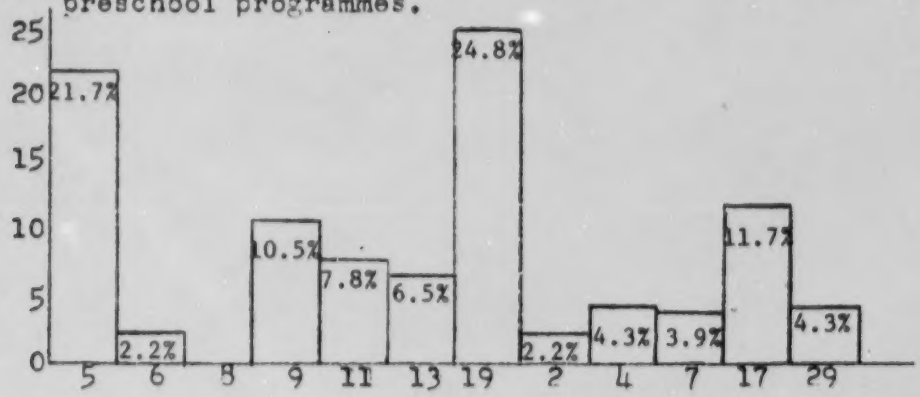


Figure 2. Preteen Programmes per channel as a percentage of total preteen programmes.

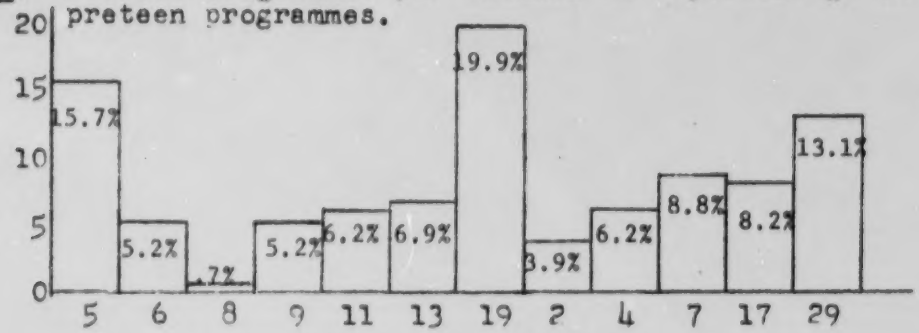


Figure 3. Adult Programmes per channel as a percentage of total adult programmes.

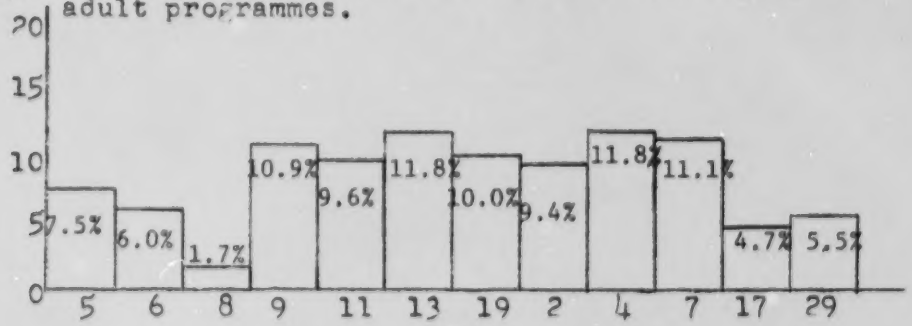
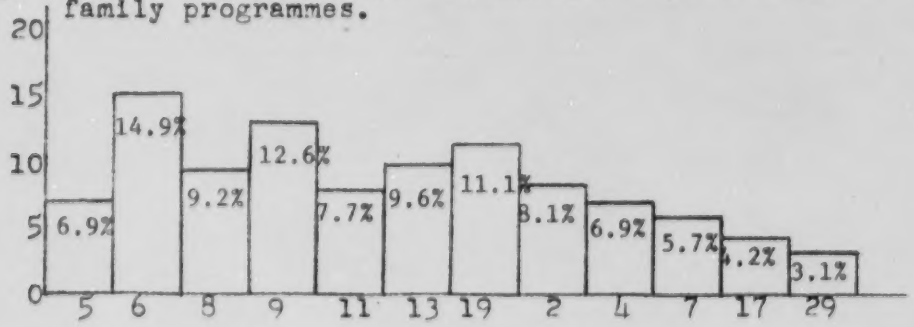


Figure 4. Family Programmes per channel as a percentage of total family programmes.



Figures 1 - 5: Programmes per Channels

Figures 1 - 5 are categorized according to number of programmes. Unfortunately, data for the breakdown was not tabulated according to programming hours. However, within each age group, programmes are generally the same length in time (15 - 30 minutes for preschoolers up to 30 - 60 minutes for adults and family). Therefore, the tabulation of data in terms of programming hours rather than numbers would probably alter only Figure 5 re: percentages of total programmes per channel.

It would seem that the majority of preschool programmes (see Figure 1) are shown on OECA and CBC (46.5%), both of which are Canadian channels. WNED (American) and CFTO (Canadian) follow with the next highest percentages, 11.7 and 10.5 respectively.

Figure 2 reveals similar findings for preteen programmes, with OECA and CBC in the lead. However, in this case the other channels follow more closely, particularly WUTV, ABC, and WNED (all American).

With regard to adult programming (Figure 3), all of the channels show similar amounts, except for WNED (which is a public broadcasting station), Cable 8, and WUTV. Low percentages for these latter two channels is perhaps because they share a channel in the city of Hamilton (for households on cable) in the evening hours, when more adult programming is usually shown.

Again, the percentages of family programmes are fairly evenly divided between all channels (Figure 4).

Of the Canadian channels, CBC and OECA seem to show more children's programmes than adult or family programmes. CFTO, CHCH and CKCO seem to be fairly evenly divided among the age groups, while Global and Cable 8 tend to show more adult and family programming. Of the American channels, WNED and WUTV tend to concentrate on children's programmes, whereas NBC, CBS, and ABC tend to be more oriented toward adult and family programming.

Figure 5 indicates that there is not a wide variation in the total number of programmes per channel, with the exception of Cable 8 which has limited programming hours.

Conclusion:

There is a tendency for Canadian channels to be more involved in children's programming than American channels. However, this does not necessarily mean that Canadian children are watching Canadian programmes, as many children's programmes are produced in countries other than Canada (particularly U.S.) and frequently shown on Canadian stations (observation from programme summaries in Appendix A). This is probably due to insufficient budgets for children's departments of Canadian stations as compared with numbers of programming hours (Adilman, 1975), as it is much less expensive to buy American programmes than it is to produce new ones in Canada. It is interesting to note that of the channels who are more involved with children's programming, the three with the highest percentages are government subsidized or funded (CBC, OECA, and WNED).

Figures 6 - 10: Programming Hours per Age Groups

Figure 6 illustrates the fact that the majority of television programming is geared towards adults, (49.2%) and these figures include the later viewing hours of 9 pm and on. Family programmes occupy almost one-quarter of programming time (23.4%), but some of the programmes within this group were classified by the researchers with the reservation that they may be of interest to children only in the presence of an adult to explain more advanced concepts when necessary.

For preschoolers, the greatest number of programming hours is between 6 and 12 am. Monday to Friday (Figure 7). However, if the total number of hours is divided by 5, there are only 12.3 hours of preschool programmes on a weekday morning (on all 12 stations, which averages approximately one hour per station). This is fewer than the number on Saturday morning.

The 36 hours of programming (per 12 stations) for the preteen age group on Saturday morning (Figure 8) is not surprising, as this time slot has been termed the "kid vid". The telecasts by CBC, OECA, and CHCH (Hamilton) which are directed for in-school use are included in the 12.3 hours of preteen programming per weekday morning.

Figure 9 indicates that the number of hours of adult programming does not vary significantly between each time slot, except in the case of Saturday morning.

The time slot that seems to be most reserved for family programming is Sunday evening (Figure 10). This probably stems from tradition in that Sunday evenings were often spent in family gatherings. Today the family gathers around the television set. Weekday evenings, when the family may be together again at the close of the day, also seem to have a high frequency of family programmes.

By looking at figures 7 - 10, it can be observed that adult programming dominates weekday daytime viewing, while children's programming is foremost in the Saturday time slot. Another observation is that where family programming hours are high, children's programming hours tend to be low, whereas adult hours remain fairly consistent.

Conclusion:

Children's programming does not appear to be a top priority in the television industry. However, where hours of programming for children are low, family programming tends to be on a level with the number of hours of adult programming. Therefore, children seem to be offered alternatives in viewing, but, in the absence of parents or adults to guide their viewing, there is a possibility that they will more often turn to adult rather than family programmes.

Figure 5. Percentages of numbers of programmes per channel.

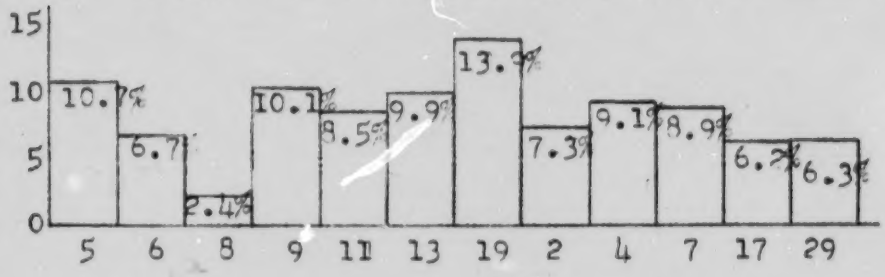


Figure 6. Hours of programming per age group as a percentage of total programming hours.

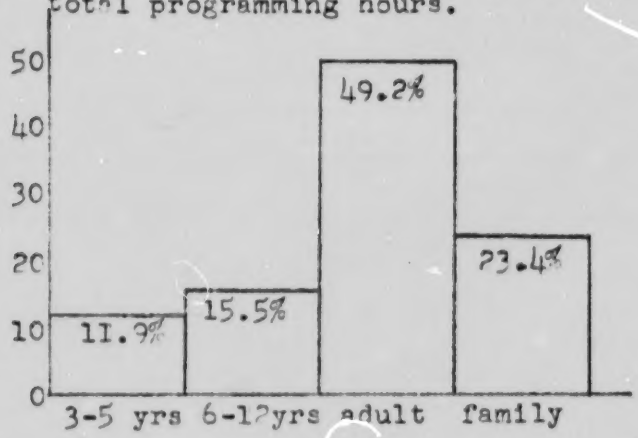


Figure 7. Hours of PRESCHOOL programming per time period.

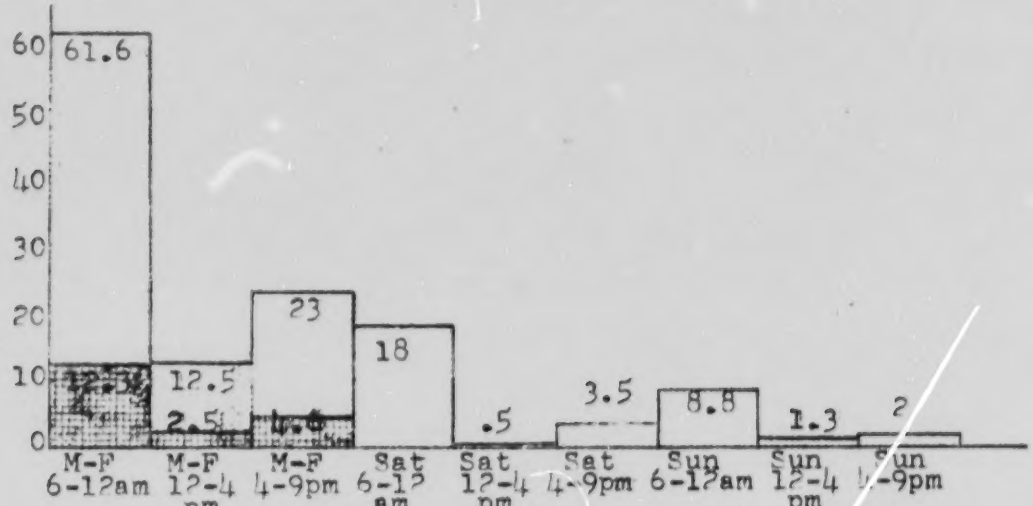


Figure 8. Hours of PRETEEN (6-12 years) programming per time period.

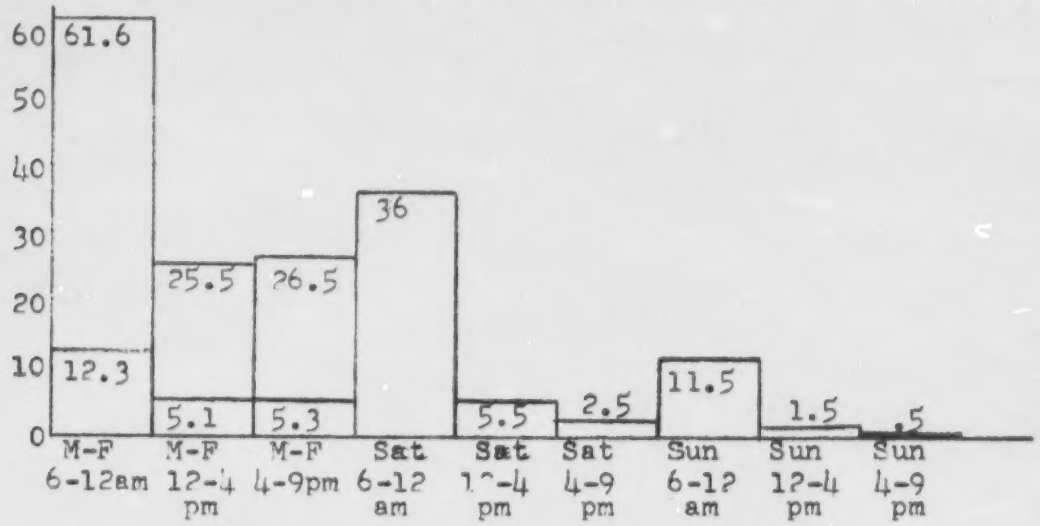
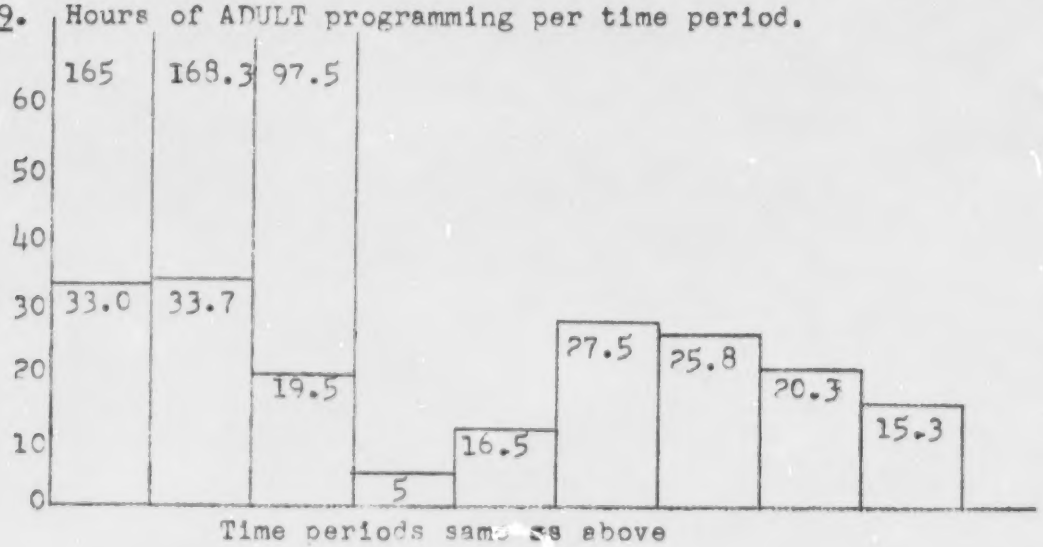
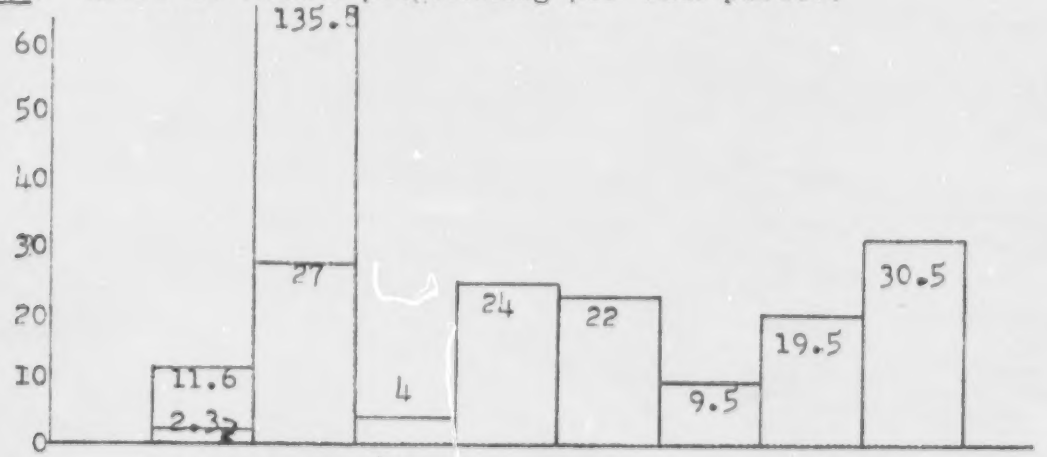


Figure 9. Hours of ADULT programming per time period.



Time periods same as above

Figure 10. Hours of FAMILY programming per time period.



Time periods same as above

Figure 11. Percentages of prosocial vs violent programmes.

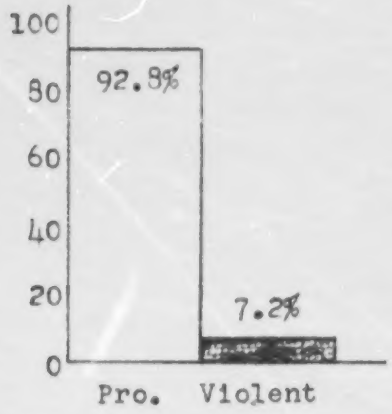
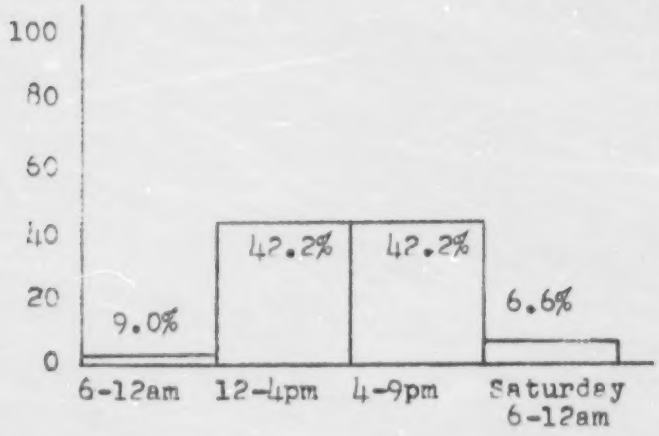


Figure 12. Percentages of violent programmes per time slot.



Figures 11 - 12: Prosocial vs Violent Programmes

At first glance, the percentages in figure 11, illustrating that only 7.2% of all programmes are violent, would seem to indicate that television programming cannot be all that bad. However, because we could not justify classifying them as violent, sports, daytime dramas (soap operas), and news were categorized as prosocial. The varying content in these types of shows made evaluation difficult for this category. For example, on the day that we rated a certain soap opera, nothing of significance may have occurred. However, the next day's episode could have contained two murders and a suicide. Sports and news may show aggression or specific acts of violence but it would be difficult to classify these shows in the same category as police dramas re: violent content. A much more elaborate rating scale to evaluate violent content should be constructed in any repetition of this type of survey.

The majority of violent programmes are shown between 12 and 9 pm (Figure 12). No breakdown was made re: weekdays vs weekends during these time slots. The 12 - 4 pm time slot included several movies which were geared for adults, whereas the violent programmes in the 4 - 9 pm period could primarily be accounted for by police dramas (researcher observations).

Of special note is the 6.6% of violent programmes one Saturday morning, whereas 9% for weekday mornings covers five days (an average of 1.8% per morning.)

Figures 13 - 14: Prosocial vs Violent Cartoons

Of the programmes which were classified as cartoons, 70.2% could be categorized as violent (Figure 13.) These statistics certainly dispute the general belief that cartoons constitute good children's programming. Of the cartoons 53.2% are telecast between 12 and 4 pm (Figure 14), at a time when preschoolers may be watching.

Figure 13. Percentages of prosocial vs violent cartoons.

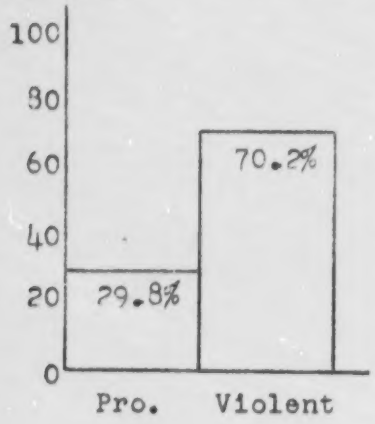


Figure 14. Percentages of prosocial vs violent cartoons per time slot.

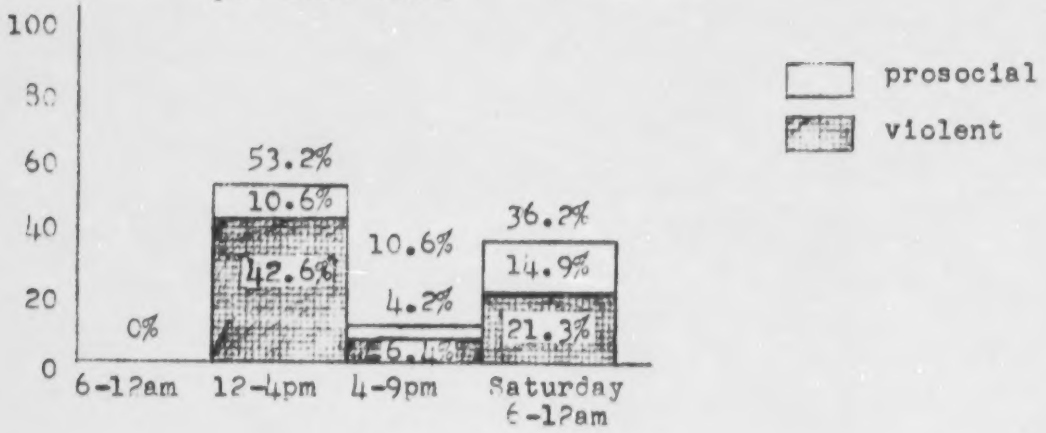


Figure 15. Violent programmes per country.

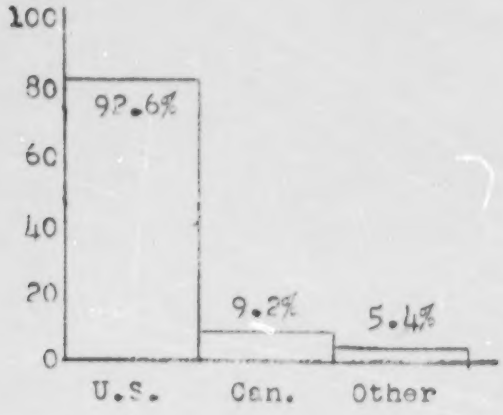


Figure 16. Prosocial programmes per country.

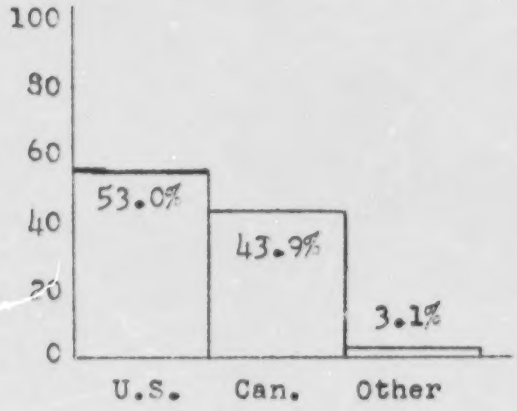


Figure 17. Percentage of programmes produced per country.

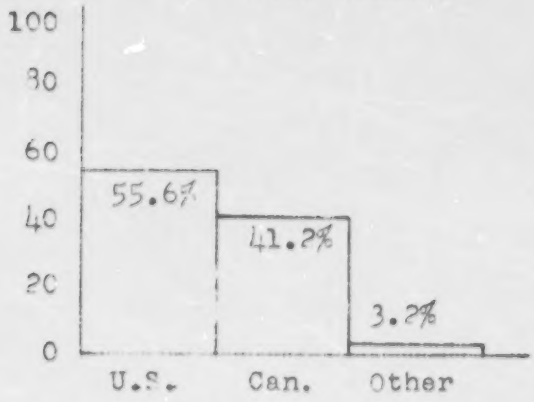
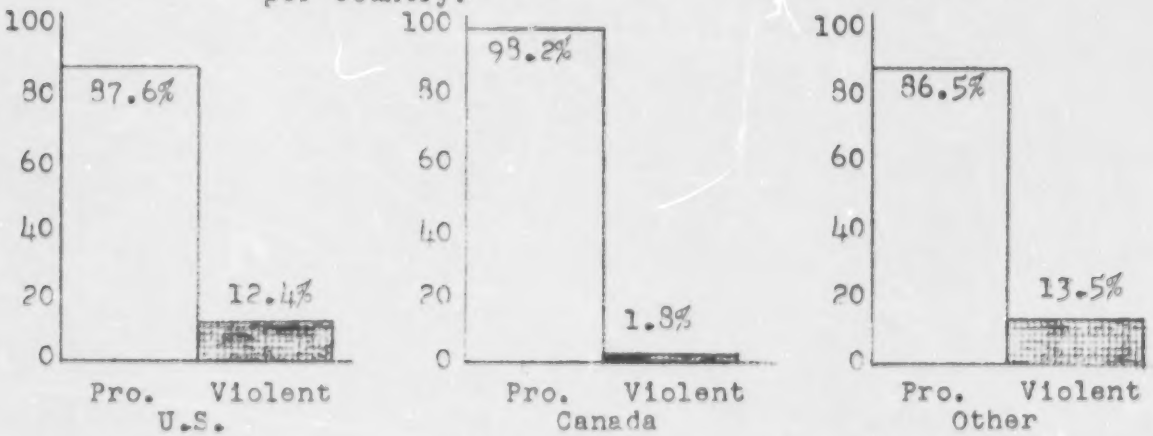


Figure 18. Percentages of prosocial vs violent programmes per country.



Figures 15 - 18: Prosocial vs Violent Programmes per Country of Production

Of the violent programmes, more are produced in the United States than in Canada or any other country (Figure 15). However, the United States also produces the greatest percentage of total number of programmes (Figure 17) and the greatest percentage of prosocial programmes (Figure 16). Therefore, these figures would seem to be fairly consistent.

Figure 18 demonstrates the ratio of prosocial vs violent programmes as produced by each country. ("Other" is referred to as a country for the purposes of this discussion.) Although each country produces more prosocial than violent programmes, Canada's ratio seems to be slightly larger than that of the United States or other countries.

Figures 19 - 20: Specific Content Analysis

Figure 19 represents the percentages of specific content characteristics in cartoons. As per the figures seen previously re: violence in cartoons, it is not too surprising to note that 74.5% of cartoons contain aggression. Although altruism was found in 31.9% of cartoons, percentages of cartoons containing sympathy/explaining feelings and reparation for bad behaviour are low. If this survey were to be repeated, a more extensive and well-defined scale of prosocial characteristics should be added, for example, helping parents and friends, sharing, cooperation, etc., particularly in the area of children's programming.

Figure 20 reveals that the prosocial characteristics which were used in our scale are found infrequently in television programming. This could indicate that specific prosocial content is not evident in programming, or the characteristics which we chose to examine are not those used in conveying prosocial attitudes and behaviour. The percentage of programmes containing aggression would

Figure 19. Specific content in cartoons as a percentage of total cartoons.

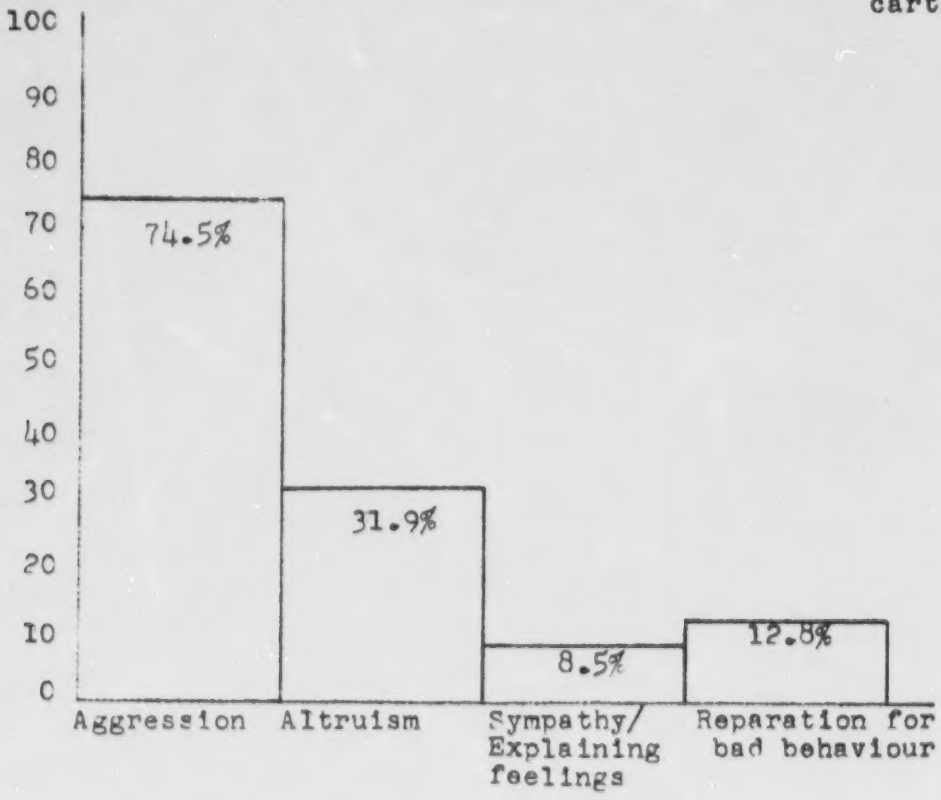
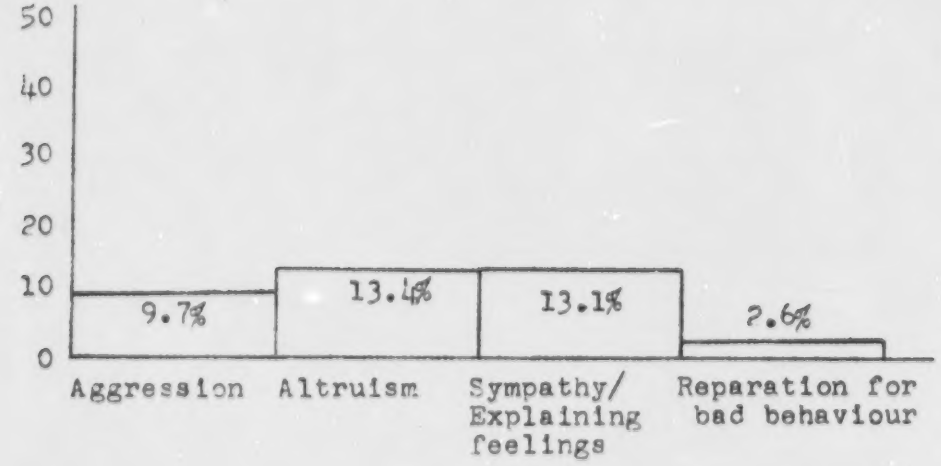


Figure 20. Specific content in programmes as a percentage of total programmes.



seem to be in agreement with previous statistics on the number of violent programmes. However, 9.7% of total programmes containing aggression is considerably less than the 74.5% of cartoons which contain aggression.

Table 1: Types of Adult Programmes

Game/quiz shows, educational programmes, and talk shows seem to be the most abundant types of adult programming (Table 1). News and comedy programmes follow closely, along with soap operas and dramas. However, a glance at the figures shows that no one type of programme is more abundant than the others.

In the 6 - 12 am time slot, talk and educational programmes are more numerous than the other types, followed by game/quiz shows and religious programmes (this time slot includes Sunday morning programming). In the 12 - 4 pm time slot, soap operas lead the list, and secondly game/quiz and educational shows. News and comedy programmes seem to have top priority for the 4 - 9 pm time slot. Saturday morning is not a prime time for adult viewers and therefore, percentages in this column are low.

Table 2: Types of Children's Programmes

Educational programming overwhelmingly has the highest percentage of any of the types of programmes. However, this category also includes entertainment programmes which contained incidental learning, rather than structured learning programmes. Cartoons and variety are the next most common types. These three rate the highest in the four time slots, although adventure has the second highest percentage in the 4 - 9 pm time slot.

Table 1

Types of Adult Programmes

as a percentage of total number of adult's programmes

	6 - 12 am	12 - 4 pm	4 - 9 pm	6 - 12 am Saturday	Total
Talk	5.5	4.5	2.6	.1	12.6
News	.7	2.9	6.4	.6	10.6
Movies	.5	.7	1.5	-	2.7
Music	.3	.3	1.5	-	2.1
Adventure	-	-	.2	-	.2
Cooking	1.5	.5	.2	-	2.2
Religious	3.8	.9	.5	.3	5.5
Sports	.1	2.1	2.7	.1	5.0
Comedy	1.2	1.1	7.6	.1	10.0
Educational	4.2	5.9	3.5	.3	13.9
Soap Operas	.7	7.5	.3	-	8.5
Game/Quiz	3.8	6.0	4.1	-	13.9
Cartoons	-	-	-	-	-
Variety	.8	.1	1.9	.1	2.9
Drama	.8	.6	6.4	-	7.8
Exercise	1.5	.4	.2	-	2.1

Table 2

Types of Children's Programmes

as a percentage of total number of children's programmes

	6 - 12 am	12 - 4 pm	4 - 9 pm	Saturday 6 - 12 am	Total
Talk	.7	-	-	-	.7
News	-	-	-	1.2	1.2
Movies	-	-	-	-	-
Music	-	-	.2	-	.2
Adventure	1.2	-	4.3	1.4	6.9
Cooking	.2	-	-	-	.2
Religious	-	-	-	-	-
Sports	.2	-	-	-	.2
Comedy	-	-	1.7	-	1.7
Educational	31.8	5.0	12.0	5.5	54.3
Soap Operas	-	-	-	-	-
Game/Quiz	-	-	1.0	-	1.0
Cartoons	5.0	5.7	1.4	5.5	17.6
Variety	6.7	3.8	2.2	2.2	14.9
Drama	-	.2	.2	.7	1.1
Exercise	-	-	-	-	-

Table 3: Content Analysis of Children's Programmes

Table 3 was constructed by examining the most common elements found in children's programming. A particular programme may have more than one element; hence, the columns do not add up to 100%.

Child participation (meaning actual children on the set, or encouragement of the child at home to write to the programme), puppets, singing, and story-telling are the elements which are found most frequently in children's programmes (ages preschool to 12 years). Although animation has been found to be a characteristic which almost all children enjoy on television, (Garry et al, 1962) expense of production may be the reason for its relative low frequency of appearance in our survey.

Table 3

Content Analysis of Children's Programmes

	6 am - 12	12 - 4 pm	4 - 9 pm	Saturday 6 - 12 am	Total
Animation	6.0	2.6	7.7	1.7	18.0
Games	6.7	.2	3.4	1.7	12.0
Storytelling	11.2	3.6	9.8	3.8	28.4
Puppets	17.2	3.8	10.5	4.3	35.8
Crafts	14.8	1.9	9.1	4.1	29.9
Hobbies	6.2	1.4	.7	1.7	10.0
Pets	6.7	1.7	1.0	.2	9.6
Film Segments for or about kids	6.5	1.2	2.2	1.4	11.3
Child Participation (Letters)	27.3	5.3	11.2	5.3	49.1
Singing	9.6	6.5	11.0	6.2	33.3

CHAPTER 3

Survey Methods and Response Statistics

Survey Methods and Response Statistics

For the purposes of our study two questionnaires were constructed, one for children between the ages of 7 and 11 years of age, and a second (generally completed at the same time) for one or both of their parents. When we had first constructed our questionnaire we had hoped to obtain the names of children and their parents in the target group (7 - 11 years old) from the Hamilton school boards. We had then intended to contact the parents and secure their participation. Unfortunately, the school boards felt unable to assist in our venture.

We then decided to obtain our sample of respondents from information contained in the school support lists of 1975. These lists contained information on school board support (public or separate), the year of birth of the adults and addresses. We went through the lists taking every 10th (or nearest to the 10th) name, picking out those persons who were born between 1928 and 1950. When we saw two identical surnames of householders with similar ages, one male and the other female, there was then a possibility that these would be persons likely to have children between the ages of 7 and 11. Unfortunately, this method of sampling excludes apartment dwellers and single parent families. After obtaining the names we then turned to the telephone books for the telephone numbers of our sample. We were unable to find telephone numbers for approximately one in seven of our sample.

We divided the city into eight large districts, with each interviewer responsible for (1) compiling lists of streets in their "district"

(2) obtaining names and addresses from the city lists for those streets

(3) establishing the telephone numbers of possible respondents and

(4) telephoning them to set up interviews for both children and parents.

Through the telephone conversation, we had to establish,

(1) whether they had children in the 7 - 11 age group, and if so,

(2) if they would be willing to assist us in our inquiry.

Interviewers had the freedom to choose their own method of soliciting respondents. An example follows of a typical call:

"Hello. My name is ____ and I'm involved with a project sponsored by the federal government. We're studying the effects of TV on children and are attempting to develop some alternative programming for them. We're surveying their likes and dislikes and also looking at how parents feel about TV. We have a brief questionnaire for both children and parents but we're only looking for families who have children between the ages of 7 and 11. Does this apply to your family?"

The parent would then reply yes or no. If no, the interviewer would thank that person and apoligize for being unable to include them on the survey. If yes, the interviewer would go on: "We've taken a cross-section of the Hamilton community and we would be very grateful for your participation. I will be in the area today/tomorrow. Would this/tomorrow evening be convenient for you?" If luck was with us an appointment would then be made. Often, however, those we called had doubts, and we, as interviewers, would reassure them explaining that we were working on a government project under the sponsorship of a charitable organization (Crossroads) which had been established in Hamilton for some considerable time. If resistance was still encountered we would then explain that Crossroads produced the children's programme called Circle Square, and was, with our assistance, trying to develop other children's programmes. Many of those answering had not heard of "Circle Square" but more readily recalled hearing of or seeing "Little House on the Prairie" or "Polka Dot Door" as examples of the kinds of programming we were attempting to create.

We were unable to keep complete records on the number of persons contacted or the reasons why they did or did not participate in our study, due to poor communications at the beginning of the survey.

Seven of the eight interviewers submitted reports on the responses to their inquiries. Generally each interviewer used the following response categories:

1. Total number of calls attempted (including a second and third dialing if no answer or busy).
2. Number of respondents without children in that age group or without children at all.
3. Number of persons without a telephone, with a changed number, changed address or unlisted. Also included here were those who we failed to contact by telephone.
4. Number of persons who could not speak English.
5. Number of persons without a TV.
6. Number of persons who refused to participate, but had children in the 7 - 11 age group.
7. Total number of persons who completed questionnaire (1 child and 1 parent questionnaire = 1 person).

The results of our survey methods are indicated in the chart on the following page. They are expressed in a percentage of the total number of persons contacted by telephone. The percentage figures total more than 100% as some of our possible sample had no telephone listed (we used 1975 school support list). Percentages are expressed to the nearest whole number.

Only 400 households responded positively out of 4,000 total calls:

Number of persons without a telephone or no answer.	42%
Number of respondents without children in age group	30%
Number of persons who refused to participate	20%
Number completing questionnaires	10%
Number of persons who could not speak English.	3%
Number of persons without a TV	0.2%

For the six interviewers from whom survey data was available, we obtained the following range of values:

	Mean	Median	Range
Number of respondents without children in age group	30.4%	40%	19% - 46.4%
Number of persons without a telephone or no answer	41.7%	39%	38.1% - 50%
Number of persons who could not speak English.	2.7%	0.1%	0.1% - 4.7%
Number of persons without a television	.02%	.002%	0% - 4.7%
Number of persons who refused to participate	19.6%	20%	15.1% - 26%
Number of persons who completed questionnaire	9.8%	9%	8.4% - 17.3%

Conclusions

Two of our results were rather surprising to us. Of our sample lists of possible respondents, many had moved, changed telephone numbers, or were difficult to contact.

Many persons, it seemed, had moved in only a one year span. We were also surprised by the fact that there was hardly a household without a television set. Clearly it seems to be an almost essential possession.

Secondly, there was an incredible amount of suspicion when we called, and it was not always possible to determine whether our possible respondents had no children in the appropriate age group or whether they felt we would be selling a product of some kind, and therefore, used a "no children" answer as an excuse.

If another organization were to attempt a survey of this kind it would help them greatly to have the support and cooperation of the school boards. Our survey was a great deal more time consuming than it need have been due to the necessity of taking a sample group directly from school support lists.

Sample Comments from telephone conversations and interviews:

"I am a rightist and I don't want the government in anything - maybe international affairs and highway signs."

"One television is enough; all the family have to watch it then."

"Is that the L.I.P. grant that was in the paper??"

"Let's get this straight - are you selling something?"

"My husband is a policeman and he doesn't want anyone coming to the home."

"No television. Children feel out of it sometimes when a programme is being discussed in school. Sixteen year old son is saving for a set of his own."

Parent (a teacher) has difficulty with television because of ages of boys (8, 6, and 3 years). The three year old watches Six Million Dollar Man, then imitates him, especially fights. "He hurts others and in turn gets hurt."

"You've got two seconds."

CHAPTER 4

Responses from the Adult's Questionnaire

Adult Questionnaire - Frequency Count

(Questions are grouped as to similarity rather than printed in numerical order.)

3. How much did you watch television yesterday?
   1.) 51.3 0-2 hours
   2.) 26.5 2-4 hours
   3.) 14.8 4-6 hours
   4.) 6.6 6 or more hours
   .5 Blank

Observation: Over half of the respondents watched television for less than 2 hours the day before, and three-quarters could be classified as light viewers (less than 4 hours).

5. Check the highest level of education you have completed.
   1.) 15.8 Elementary
   2.) 52.6 Secondary (High School)
   3.) 4.8 Community College
   4.) 4.1 Trade School
   5.) 14.0 University/College
   6.) 8.7 Other

Observation: It is hypothesized that this is fairly representative of the city of Hamilton, since it is an industrial city, and many people would go to office or labouring positions from high school.

32. What is the total yearly income of your household?
   1.) 2.6 Under $5,000
   2.) 2.0 $5,000 - $7,499
   3.) 4.1 $7,500 - $9,999
   4.) 29.6 $10,000 -$14,999
   5.) 30.1 $15,000 -$19,999
   6.) 16.1 $20,000 -$29,999
   7.) 6.6 $30,000 - and over
   8.9 Blank

Observation: The income distribution according to the 1971 census of the city of Hamilton is as follows:

22.1%	Under $5,000
36.5%	$5,000 - $9,999
27.3%	$10,000 -$14,999
9.0%	$15,000 -$19,999
5.1%	$20,000 - and over

Therefore, our sample does not appear to be representative of the city of Hamilton re: income distribution, unless these percentages have changed considerably since 1971. Recent statistics were unavailable.

6. In many homes the children watch television on Saturday morning. What is the practice in your home?
   1.) 18.1 I watch television with my children on Saturday morning.
   2.) 72.2 I let my children watch television alone on Saturday morning.
   3.) 1.0 I let my children watch television at the neighbour's on Saturday morning.
   4.) 6.6 I do not let them watch television on Saturday morning.
   2.0 Blank.

6. Observation: Almost 3/4 of the respondents let their children watch television alone on Saturday morning. Yet, Harvey, Poulos, and Liebert (1975) observed an average of 4 acts of aggression per half hour of programming on a Saturday morning.

25. Do you periodically watch cartoons with your child?

1.)	76.5	Yes
2.)	21.2	No
	2.3	Blank

21. Do you feel that the type of violence in cartoons is the same as the type of violence on non-cartoon shows?

1.)	21.7	Yes
2.)	60.5	No
3.)	16.1	I don't know
	1.8	Blank

26. Compared to regular programmes, do you consider cartoons to be:

1.)	10.5	More violent?
2.)	28.3	About the same?
3.)	38.8	Less violent?
4.)	18.1	I never noticed.
	4.3	Blank

Observation: This series of three questions suggests that the majority of parents feel that cartoons are less violent than regular programmes, or they have never noticed. Perhaps parents feel that their children understand the fantasy nature of cartoon violence and can differentiate between fantasy and real-life violence.

7. How often does your family watch television together?

1.)	4.1	Not at all
2.)	34.7	Seldom (25%)
3.)	47.7	Often (50%)
4.)	12.8	Most of the time (75%)
	.8	Blank

Observation: Slightly over half of the respondents watch television together as a family often or most of the time.

34. Active vs non-active families as determined by the answers in question number 8.

Active families (participate in 5 or more activities)	47.4%
Non-active families (participate in 4 or fewer activities)	51.8%
Blank	.8%

9. If your children watch television on Saturday morning, at what time do they start watching?

1.)	2.3	6-7 a.m.
2.)	25.5	7-8 a.m.
3.)	37.2	8-9 a.m.
4.)	18.6	9-10 a.m.
5.)	11.0	Later than 10 a.m.
	5.4	Blank

Correlation between #9 on adult questionnaire and #12 on child's questionnaire.

1. Time of starting to watch T.V. on Saturday morning coincides - 55.6%
2. Children start viewing earlier than parents think - 32.9%
3. Children start viewing later than parents think - 7.4%
4. No match - 4.1%

Observation: Over half of the parents are correct as to their children's viewing habits. A percentage of 33% of children who start viewing earlier would not seem unusual, as per many family habits where parents sleep in on Saturday mornings.

10. At what age should children be allowed to choose what television programmes they can watch?

1.) 11.5 Under 5 years
2.) 15.1 6-7 years
3.) 32.9 8-12 years
4.) 23.7 13-15 years
5.) 11.0 16-18 years
6.) 3.1 Over 18 years
2.8 Blank

Observation: ½ of the respondents felt that children under the age of 7 years should be allowed to choose their own television programmes.

14. To what extent do you control your child's television viewing?

1.) 11.5 Not at all
2.) 13.8 Little
3.) 39.3 Some
4.) 27.0 Much
5.) 7.9 Completely
.5 Blank

Observation: This data seems to follow from the responses in question #10, in that ½ of the respondents control their 7-11 year old child's viewing not at all or little, and ½ of the respondents felt that children should be allowed to choose their own television programmes under the age of 7 years. Thus, there seems to be consistency between age and levels of control.

Correlation between #14 on adult questionnaire and #11 on the child's questionnaire:

1. Parents and child agree that parents control T.V. at lease some 29.6%
2. Parents and child agree that parents control T.V. very little 18.4%
3. Parents say there is at least some control but child says the children have control 42.9%
4. Parents say there is little control but the child says the parent controls T.V. 5.9%
5. No match 3.3%

Observation: This is a bad correlation due to the difference in wording between the two questions. However, this data seems to indicate that only 48% of the families agree as to where the control of the television lies.

11. Please indicate how each of the following describes your family:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Blank
We schedule supper not to conflict with certain television programmes.	1.) 4.3	2.) 11.0	3.) 31.9	4.) 49.2	3.6

Observation: Television does not seem to interfere with or dictate family activities, ie., mealtimes, in the majority of homes.

We often discuss problem situations we see on television	1.) 7.7	2.) 51.5	3.) 26.0	4.) 9.7	5.1

Observation: Only 60% of the families often discuss together what they see on television.

We watch more television now than we did six months ago.	1.) 2.3	2.) 13.0	3.) 59.2	4.) 21.9	3.6

Observation: Television viewing does not seem to be increasing. This may support the finding by the television industry that viewing seems to be on the decline.

Television is a major influence in forming my children's opinions.	1.) 6.1	2.) 26.0	3.) 43.4	4.) 21.7	2.8

Observations: Although children may spend more time in front of the television than in any other waking activity, 65% of the respondents do not feel that television is a major influence on their children's opinions.

12. Which of the following types of programmes do your children most often watch?

	Police Drama	Educational/ Documentary	Cartoons	Drama	Variety	Comedy
1st most frequently watched	27.8	15.1	37.8	11.7	9.9	8.4
2nd most frequent	9.7	16.6	22.2	19.6	14.0	16.6
3rd most frequent	11.0	10.5	9.9	15.1	15.3	17.1
4th most frequent	6.1	9.9	7.4	16.8	11.2	15.1
5th most frequent	11.7	10.2	5.4	8.4	14.3	11.0
6th most frequent	14.3	14.8	1.8	9.4	9.2	8.4
Blank	19.4	23.0	15.6	18.9	26.0	23.5

12. Observation: Cartoons appear to be most frequently watched, according to parents, followed closely by police drama. These are also the programmes which are rated violent (in most cases) in children's and adult programming, respectively.

Correlation between #12 on adult questionnaire and #3 on child's questionnaire:

1. First 3 ratings of adult correspond to child's 3 favourite programmes in correct order. 4.8%
2. First 3 ratings of adult correspond to child's 3 favourites but in the wrong order. 3.1%
3. First rating of adult corresponds to child's 1st favourite programme. 14.5%
4. 2 out of first 3 of adult's ratings correspond to 2 of the child's 3 favourite programmes. 30.6%
5. No match. 46.9%

Observation: This data indicates that very few parents know what programmes their child prefers. However, this is a bad correlation due to the difference in wording between the two questions, and only tentative conclusions should be drawn from these results.

13. Does your child belong to:

28.6 School clubs
3.6 Karate class
5.6 Ballet lessons
27.8 Music lessons
32.1 Scouts, Cubs, Guides, or Brownies
21.9 Choir
47.2 Sunday School/Church-related activities
51.3 Sports team
22.4 Other

Correlation of child's response to parent's response for ACTIVITIES CHILD BELONGS TO.
On the average, 10% of the answers conflicted, in all activities.
Observation: This may suggest that parents do not know what their children are involved in, or it may indicate a misunderstanding of the nature of the activity (e.g. choir, music lessons) on the part of the adult or the child.

15. In programming geared for adults, is there:

1.) 57.9 Too much violence on television?
2.) 28.3 Enough violence to make television realistic?
3.) 12.2 No problem with violence?
1.5 Blank

16. In programming geared for children, is there:

1.) 55.1 Too much violence on television?
2.) 23.5 Enough violence to make television realistic?
3.) 18.1 No problem with violence?
3.3 Blank

Observation: Over half of the respondents feel that there is too much violence in programming geared for both children and adults.

17. Who decides what programmes are watched on weekday television?

	Afternoon	Evening
Father	1.) 2.3	1.) 21.2
Mother	2.) 40.6	2.) 15.3
Children	3.) 30.6	3.) 9.7
By voting or other method	4.) 4.8	4.) 16.6
Both Parents	5.) 6.1	5.) 32.4
Blank	15.6	4.8

18. Who decides which programmes are watched on Saturday morning?

1.) 2.6 Father
2.) 5.1 Mother
3.) 77.0 Children
4.) 4.1 By voting or other method
5.) 6.4 Both parents
4.8 Blank

Observation: There is a tendency for mother to control the television on weekday afternoons, and for both parents to control it on weekday evenings. However, children overwhelmingly control the television on Saturday mornings.

Correlation of #18 on adult questionnaire and #11 on child's questionnaire:

1. Both children and parents agree as to who controls the T.V. 61.5%
2. Parents say the children have control and child says parent (s). 22.4%
3. Parents say the parent has control while child says himself or siblings have control. 4.8%
4. No match 10.5%

Observation: This data indicates that in the majority of cases the parents and their children seem to agree on who controls the television in the home. However, this correlation, too, is only tentative due to the difference in wording between the two questions.

19. Which of the following programmes would you not allow your child to watch?

1.) 36.7 Police drama
2.) 6.4 Cartoons
3.) 4.6 Comedy
4.) 6.1 Variety
5.) 6.4 Religious
6.) 26.8 Other

Observation: It would seem that there are few restrictions on children's viewing. The majority of "others" were related to sex and adult programming. Reasons for restrictions are found in Appendix B.

20. To what extent does violence on television affect the behaviour of your children?

1.) 27.6 Not at all
2.) 30.9 Very little
3.) 24.2 Some
4.) 4.3 A great deal
5.) 10.7 I don't know
2.3 Blank

Observation: 58% of the respondents find very little effect of television violence on their children, and 10% don't know.

22. In your opinion, the control of the amount of violence on television programming should primarily be the responsibility of:

1.)	40.1	Network policy
2.)	13.0	Local station
3.)	21.2	Federal government
4.)	4.6	Provincial government
5.)	13.5	Other (most of the "others" were parents)
	7.7	Blank

Observation: Most people seem to prefer network or station control of violence as opposed to government control.

23. In your opinion, who should control the viewing of violence on television in the home?

1.)	80.6	Parents
2.)	15.8	Individual viewer
3.)	.5	Policy of religious organizations
4.)	.8	Other
	2.3	Blank

Observation: It would have been interesting to combine the possible responses of question #22 and #23 to see if respondents preferred external controls or parental controls. That cannot be deduced from this data.

24. Does your child ever pretend to be someone on television?

1.)	57.9	Yes
2.)	39.3	No
	2.8	Blank

Observation: The majority of children imitate T.V. characters.

Relationship of child's response to parent's response for PRETENDING TO BE T.V. CHARACTER.
72% of the parent's and child's responses agree, either as yes or no. The largest discrepancy occurs when the parent says no and the child says yes.

If so, whom does your child pretend to be?

14.0	Fonzie
7.9	Character from a police drama
6.6	Other
6.4	Superheroes
5.1	Bionic Woman/ 6 Million Dollar Man
4.1	Singers and Dancers
3.8	Cartoon Characters
2.3	Other potentially violent characters (cowboys, karate, etc.)
2.3	Comedians
1.8	Members of a Family

Relationship of parent's respons to child's response for T.V. CHARACTER CHILD PRETENDS TO BE

On the average, only 50% of the answers correspond in any category.

Observation: This may suggest that either the child does a very poor imitation or parents are not really aware of the actions of their child as related to television content. However, this was an open-ended question and the child may imitate more than one character, with only one occurring to the parent or child at the time.

27. How does television appear to affect your child in the following areas?

	Negatively	No effect	Positively	Don't know	Blank
Consideration of others	1.) 5.9	2.) 42.9	3.) 20.9	4.) 15.3	15.1
Progress in school	1.) 4.3	2.) 41.3	3.) 33.2	4.) 9.7	11.5
Social maturity	1.) 5.1	2.) 36.0	3.) 28.6	4.) 16.3	14.0
Aggressiveness	1.)11.5	2.) 48.0	3.) 14.8	4.) 10.2	15.6
Language	1.) 8.9	2.) 35.5	3.) 36.7	4.) 5.6	13.3
Dreams	1.)17.1	2.) 31.1	3) 15.1	4.) 12.2	24.0

Observation: Parents tend to say that television has no effect on these areas of development. The wording of this question proved to be difficult, since some parents seemed to interpret "positive" as meaning any effect, either good or bad.

28. I have often observed the following in my children while they watch television:

93.1 Laughter
36.2 Boredom
19.9 Anger
46.7 Singing
35.7 Crying
74.7 Total absorption in programme

29. Have you observed any of the following after your child has watched television?

57.7 Imitation of television characters
83.4 Talking about what they just viewed
18.9 Boredom (falling asleep while viewing)
16.1 Increased activity
21.9 Coperation with others (sharing, caring, etc.)
8.4 Increase irritability
24.5 Lack of attention to things around him (day dreaming)
3.3 Other

Observation: This data reveals that television does have an effect on a child's behaviour, as manifested in several different ways; yet, less than half of the respondents agree that T.V. is a major influence in forming the opinions of their child. There seems to be a discrepancy in attitude.

31. Have you watched any children's programmes?

1.)	83.2	Yes
2.)	11.7	No
	4.3	Blank

Observation: The vast majority of our sample have watched children's programmes, and, therefore, should be familiar with its content. Thus, parents should be able to recognize mannerisms that are imitated from T.V.

Responses concerning:

number of TV's in the home
number of children per age group
participation in activities as a family
age of respondent
church attendance
reasons for restricting viewing
specific instances when violence has affected their child
other areas of television's effect
likes, dislikes, and changes of children's programmes

are found in Appendix B.

CHAPTER 5

Responses from the Child's Questionnaire

Child's Questionnaire - Frequency Count

2. Sex 1.) 52.3 Male
2.) 47.7 Females

3. What are your favourite programmes on television?

Most Favourite:

12.2%	Happy Days	33.2%	Comedy
6.4	SWAT	26.0	Police Drama
5.4	Cartoons (generally)	11.5	Cartoons (specific programmes)
5.1	6 Million Dollar Man	7.9	Drama
5.1	Starsky and Hutch	5.6	Superheroes
4.6	Batman	4.6	Educational/Documentaries
4.3	Brady Bunch	4.1	Variety
2.8	Bionic Woman	4.1	Sports
2.3	Adam 12	1.5	Other
.3	Circle Square	1.0	Hospital Drama

Second Most Favourite:

9.7%	Happy Days	39.5	Comedy
5.9	Cartoons (generally)	22.7	Police Drama
5.1	6 Million Dollar Man	11.0	Cartoons (specific programmes)
4.8	SWAT	6.1	Drama
4.3	Batman	5.9	Superheroes
4.1	Brady Bunch	4.6	Educational/Documentaries
4.1	Little House on the Prairie	4.1	Variety
3.3	Welcome Back Kotter	2.3	Other
2.6	Gilligan's Island	2.0	Sports
.3	Circle Square	1.3	Hospital Drama

Third Most Favourite:

8.2	Happy Days		
4.8	Cartoons (generally)	39.3	Comedy
3.6	Gilligan's Island	15.8	Police Drama
2.8	Bugs Bunny	13.5	Cartoons (specific programmes)
2.8	Batman	6.1	Drama
2.8	Bionic Woman	5.4	Educational/Documentaries
2.0	Brady Bunch	5.1	Variety
2.0	Emergency	3.6	Superheroes
2.0	Adams Family	3.3	Other
.5	Circle Square	2.8	Sports
		2.0	Hospital Drama

Observation: Comedy and police drama are the most popular types of programmes, while Happy Days rates the highest for all 3 choices.

4. Which of the following programmes did you watch last week?

20.7	Electric Company
45.9	Emergency
19.9	Ghostbusters
43.6	Little House on the Prairie
.3	The Secret Garden (trick programme)
35.5	Starsky and Hutch
9.7	Circle Square
86.7	Cartoons
25.0	The Waltons
25.5	Tony Orlando and Dawn
81.1	Happy Days
42.3	Good Times
52.6	Hockey or other sports
3.1	Tree House Club

Observation: Cartoons, Happy Days, and sports seem to be the only programmes which appealed to the majority of children, as per our selection of programmes.

5. If you could only watch one of these programmes in each pair, which one would you choose?

Would you rather watch...			Blank
1.) 48.2 cartoons	or	2.) 51.0 SWAT?	.8
1.) 19.4 SWAT	or	2.) 79.1 Happy Days?	1.5
1.) 30.4 Rockford Files	or	2.) 65.1 Little House on the Prairie?	4.6
1.) 18.9 Rockford Files	or	2.) 72.2 SWAT?	8.9
1.) 73.5 6 Million Dollar Man	or	2.) 25.0 Little House on the Prairie?	1.5

Observation: Children seem to prefer police drama except where Happy Days is a choice. Rockford Files seemed to be a relatively unknown programme to our sample, according to our researchers, and therefore was a poor choice for this question. This question does not support the hypothesis that, given a choice, children will turn to this particular selection of prosocial programming.

7. If you had your own television show, who would be in it?

	Movie Stars	Animals	People own age	Movie Stars & People like you	Puppets	Other
1st Choice	30.9	15.6	25.8	12.8	8.4	6.6
2nd Choice	13.8	26.3	21.9	9.2	9.7	4.8
3rd Choice	8.9	14.5	11.2	8.9	11.5	2.0
4th Choice	4.3	3.6	3.6	7.1	2.8	.8
5th Choice	2.8	2.0	1.0	3.6	3.8	.8
6th Choice	--	.5	.3	.3	.8	1.0
Blank	39.3	37.5	36.2	58.2	63.0	83.9

Observation: By combining first and second choices, children most often prefer to have children their own age in their own show, than movie stars and animals.

8. Are there any programmes you are not allowed to watch? 1.) 60.5 Yes
2.) 38.0 No
1.5 Blank

Observation: The majority of children indicate that there are some restrictions on their viewing.

11. Who decides most often what programmes you watch?

41.8 Self
18.1 Siblings
13.3 Mother
13.0 Both mother and father
9.2 Father
3.8 Other
.3 Babysitter
.5 Blank

Observation: Only 35% of the children indicate that one or both parents control the television. Almost half of the children determine their own viewing selections.

10. What do you do most often when you come home from school?

1.) 64.0 Watch television
Other alternatives 34.9
Blank .5

Observation: Two-thirds of the children watch television when they come home from school. Of course, there are seasonal differences here, as our researchers noted that as the weather warmed up, children responded less often that they watched television and more often that they went out to play. However, we could conclude that the after-school time period is a prime time viewing slot for 7-11 year olds.

12. Programme selections on a Saturday morning from a T.V. Guide - see Appendix C

Observation: Children most often tend to choose animated programmes. The average number of programmes watched was 7, which is approximately 3.5 hours per child, between 6 a.m. and 1 p.m.

13. Do you like programmes...

					Blank
... that make you laugh?	1.)	96.4 Yes	2.)	3.1 No	.5
... that are funny scary?	1.)	88.3 Yes	2.)	11.0 No	.8
... that make you hold your breath?	1.)	62.2 Yes	2.)	36.7 No	1.0
... that are real-life scary?	1.)	51.5 Yes	2.)	48.0 No	.5

Observation: The majority of children enjoy the opportunity to laugh but the number of children who enjoy scary programmes decreases with the intensity of the scariness.

14. What types of shows don't you like?

First response of disliked show:

3.8 Circle Square
.3 Kidstuff
.8 Zoom
.3 Treehouse Club
5.4 Sesame Street
2.3 Electric Co.
1.5 Polka Dot Door
.3 Romper Room
.8 Mr. Rogers
.3 Flintstones
.3 Uncle Bobby
.3 Cucumber
0 Peanuts &
0 Popcorn
.3 Ghostbusters
.5 Big Blue Marble
.3 Lost Saucer
.3 Zap
0 Waldo Kitty
.5 Bugs Bunny
.3 Roadrunner
2.0 Little House on the Prairie
1.0 Waltons
.3 Happy Days
.3 Brady Bunch
.3 Family Affair
0 Partridge Family
.3 Other shows about /for families
2.6 cartoons
.3 animals
.5 puppets
.8 reruns
1.3 Batman
0 children's variety shows
1.3 other children's shows
6.6 love stories, soap operas
12.5 news, talk shows
4.8 horror shows
2.0 monsters, witches
.8 mysteries
2.8 movies
4.6 sports
.3 Canadian shows
.3 church programmes
.3 Marcus Welby
.3 other doctor/ hospital dramas
1.0 documentaries/ educational
0 programmes in another language
3.0 game shows
.8 singing & dancing
.5 Adam 12
.3 Mod Squad
.3 Ironside
.5 Cannon
2.6 SWAT
.5 6 Million Dollar Man
7.7 Other police shows
.3 Barney Miller
0 Chico and the Man
.8 Odd Couple
0 Hogan's Heroes
0 Gilligan's Island
2.8 Other adult comedies
1.8 adult variety
.5 Space 1999
1.5 Outer Space
1.5 Other family dramas
9.7 Blank

Reasons for Disliking Programme:

4.3 Doesn't make any sense
1.5 too serious
7.7 scary
8.4 too much violence
11.2 dumb, stupid
29.1 dull/boring
3.1 phony
7.1 too young
4.6 don't like people on it
1.8 too long
21.2 blank

Second Response of Disliked Shows:

12.2 Children's shows (geared to children)
8.7 News, Talk shows
4.6 Sports
3.1 Horror, Monsters
4.1 Police Dramas, violent shows
3.1 Comedy
1.0 Doctor/Hospital Dramas
8.7 Other Adult shows
1.5 Shows about families
1.0 Educational/Documentaries
52.0 Blank

Reasons for Disliking Programme:

1.0 doesn't make any sense
.8 too serious
3.3 scary
1.8 too much violence
4.6 dumb, stupid
19.1 dull/boring
.5 phony
3.3 too young
3.1 don't like people on it
1.0 too long
61.5 Blank

Observation: News and talk shows seem to be the most commonly disliked shows of children, followed by various children's programmes and police dramas. Many children's shows are also disliked, perhaps because they are geared for younger ages than 7-11 year olds. Children also say most often that they dislike dull or boring shows, although dull and boring definitions range from young children's shows to police dramas that don't have enough action, according to our researcher who coded this question.

15. Many things on television are scary. What types of things scare you? Why?

Violent Acts (as typically found in police dramas) - 41.3%
14.8 murders, killings, dead people
8.2 mutilation of human body
6.6 police dramas (specific programmes)
5.1 shooting, guns
3.3 knife stabbings
1.5 robbing, kidnapping
.8 fighting
.5 car crashes and chases
.5 drownings
58.7 blank

Monster/Horror Shows - 46.7%
22.4 monsters
7.4 horror shows
7.1 human-like "monsters"
7.1 scary cues - building suspense
7.1 suspense, mystery
2.0 ghosts, skeletons, gravevards, Ghostbusters
1.8 distortion of human body
1.3 science fiction
43.1 blank

"Real-life" happenings - 32.0%
13.5 nothing
4.3 real animals
3.3 realistic happenings
3.1 one day crazy people will get you
2.3 other
2.0 unreal animals
2.0 scary cartoons
1.0 losing parents, relative
.5 war, bombs
67.9 blank

Observation: Many children find "monsters" scary. Of note here, is that a commercial for the movie about "Bigfoot" was being aired on television at the time of our survey and many children mentioned this commercial as a response to this question.

This question was open-ended, hence, our percentages cannot be taken as 100% of the sample (the reason for the high percentage of blanks). However, children spontaneously responded to being scared more by the unrealistic portrayal of life (either crime and violence or monster/horror shows) than by realistic situations.

16. Do you ever have bad dreams after watching scary programmes?
1.) 50.3 Sometimes
2.) 11.2 Often
3.) 13.8 Almost never
4.) 22.4 Never
1.3 Blank

Observation: Over half of the children have bad dreams at least sometimes. This suggests that children recognize to some extent the effect that television has on them.

23. What would you do if the show you were watching got really scary?
1.) 14.8% Change channel
2.) 14.5% Turn off television
3.) 8.2% Leave the room
4.) 2.8% Scream
5.) .5% Let the dog in
6.) 18.4% Keep watching
7.) 5.6% Get someone else to watch with you
8.) 33.4% Other (most often answered by hiding head or face)
1.8% Blank

Observation: This data seems to correlate with the data on bad dreams, in that only 18% keep watching when the show gets really scary. It is possible that children may recognize that they will have bad dreams and, hence, do something other than keep watching when the show gets scary.

17. In a lot of television shows someone gets hurt, shot, beat up or killed. Why do you think people make shows like that?

4.3 Entertaining
11.0 Teaches Lesson - not to do it
- if get caught, get put in jail
11.7 Exciting
5.6 Interesting
22.4 People like it
9.4 What really happens in the world -lots of crime everywhere
3.6 No better/other ideas
7.1 To scare you, shock you
1.0 Made for older people
4.6 To make money/raise ratings
4.6 Action-makes us want to watch
.5 Mystery, suspense; not boring
.5 Teaches people to do the same things
-teaches how to do the crime and killing
1.0 For fun-actors like doing it
.5 Men who make shots live like that, are scared themselves
1.0 They think kids like police stories
.5 Dumb, stupid

.8 Only thing on; therefore, people watch them
0 Make you feel sad
4.8 Other
4.6 Blank

Observation: Children most often tend to think that producers make violent shows because people like them and they are exciting. 11.0% learn a lesson from violent shows, that you shouldn't try to do it yourself, although, several children even say that shows like that are made to teach you how to do the crime!

18. Some programmes teach you how to get along better with your friends or family, how to be helpful, or things like that. Can you think of a show that did something like that for you?

1.) 55.9 Yes
2.) 42.6 No
1.0 Blank

Observation: Only a little over half of the children seem to either recognize incidental learning of social skills from television programmes, or only half are learning from television.

If yes, what show was it?

9.4 Sesame Street
6.9 Little House on the Prairie
5.9 shows about families
5.6 Brady Bunch
4.8 adventure dramas
4.1 Zoom
3.8 children's variety - 6-12 yrs.
3.1 adult comedies
2.6 miscellaneous children's programmes
1.8 Circle Square
1.8 children's variety - 3-5 yrs.
1.5 miscellaneous adult programmes
1.3 Electric Company
1.0 Specials
1.0 miscellaneous family programmes
.8 police stories
43.9 blank

Observation: Children seem to be more able to apply social skills learned from children's programmes to their own life than from adult programmes. Sesame Street is a more structured learning programme, of both academic and social skills; therefore, children probably more readily recognize the knowledge gained from this programme.

19. Some programmes deal with the problems that families have. Can you think of a show that does that?

1.) 65.8 Yes
2.) 30.9 No
2.6 Blank

Observation: Children seem to be more able to recognize shows which depict family problems than shows which demonstrate less explicit social skills.

If yes, what show is it?

13.5 Brady Bunch
11.6 miscellaneous
7.9 Waltons
7.7 Little House on the Prairie
4.6 All in the Family
4.6 adult drama
3.8 Good Times
3.6 soap operas
2.8 Partridge Family
2.8 family comedies
1.8 My Three Sons
1.3 family drama
1.3 adult comedy about families
1.0 children's variety
.8 family comedy not about families
0 Circle Square
34.2 blank

19. Observation: Children seem to relate family problems more often to adult programmes than they do friend or social skill problems. Perhaps they define "family problems" as problems between the adults involved, and not the children. However, children's programmes also rated highly.

Did you like it? (the show with family problems).
1.) 50.8 Yes
2.) 11.5 No
37.2 Blank

Relationship of SHOW WITH FAMILY PROBLEMS with LIKE SHOW WITH FAMILY PROBLEMS

In the majority of programmes listed, the children like the show that they recognize as showing family problems.

21. Do you ever pretend to be someone you see on television?
1.) 74.5 Yes
2.) 24.0 No
1.0 Blank

Observation: 75% of the children say they pretend to be a T.V. character, whereas only 58% of the parents say that their child pretends to be a T.V. character.

If yes, who do you pretend to be?

15.1% Fonzie
14.0 Character from a police drama
10.2 Bionic Woman/ 6 Million Dollar Man
7.9 Other
6.6 Comedians
6.4 Superheroes
5.6 Singers and Dancers
4.8 cartoon characters
2.6 members of a family
1.8 other potentially violent characters (cowboys, karate, etc.)

Observation: Fonzie is the most often imitated T.V. character. This agrees with question #3 which indicates that Happy Days is the most popular programme.

22. Do you like the following characters/people?

	Yes	No	Sort of	Don't Know Character	Blank
Marcus Welby	26.8	25.8	26.0	20.2	.8
Caine (Kung Fu)	29.8	26.3	12.8	30.6	.5
Snoopy	87.3	1.8	8.4	1.3	.8
Baretta	49.7	16.1	14.5	19.1	.5
6 Million Dollar Man	76.8	6.4	13.5	2.0	1.3
Wes Stafford	3.1	5.6	2.0	88.3	1.0
Laura Ingalls (from Little House on the Prairie	54.3	14.0	17.6	13.5	.5
Ruby (from Circle Square)	8.7	20.4	6.4	64.0	.5
Evel Kneivel	52.8	21.9	19.4	4.8	.8

22. Observation: Snoopy seems to be the most popular T.V. character. Although Snoopy has his own set of dynamic characteristics, this data may reflect the earlier findings that most children prefer animated programmes.

The 6 Million Dollar Man, Evel Kneivel, and Baretta, who demonstrate behaviour which could be potentially dangerous if imitated, also seem to be popular, along with Laura Ingalls, who is a model for prosocial behaviour. Marcus Welby, Caine, and Ruby tend to be relatively unknown characters to children of this age group.

Wes Stafford is a trick name to test the validity of the children's responses.

Responses to questions pertaining to:

-age of interviewed child
-activities child belongs to
-Saturday morning viewing habits
-kinds of things children would do on their own television show
-"other" answers to question #7
-programmes children are not allowed to watch and reasons why
-what children learned from shows that help them
-changes of favourite T.V. shows

are found in Appendix C.

CHAPTER 6

Crosstabulations of Questions within the Child's and the Adult's Questionnaires

INCOME

Practice of watching T.V. on Saturday morning.
-with increase in income, the difference in response increases in the direction of more children watching T.V. alone.

Watching T.V. together as a family.
-tendency for people with higher incomes to watch T.V. together as a family less than people with lower incomes.

Family participation in T.V. viewing.
-more participation in T.V. viewing as a family in the middle incomes than in either the lower or higher incomes.

Often discuss problem situations seen on T.V.
-slight tendency for middle incomes to agree that they discuss problems than either upper or lower incomes.

T.V. is a major influence in forming my children's opinions.
-middle incomes tend to disagree whereas upper and lower incomes tend to agree that T.V. is a major influence on child's opinions.

Activities child belongs to.
-middle incomes tend to be involved in all activities more than upper and lower incomes.

Child not allowed to watch police drama.
-upper and lower incomes tend to restrict police drama more than middle incomes, in that while only 50% of upper and lower incomes restrict, only 35% of middle incomes restrict.

Whom does your child pretend to be.
-middle incomes tend to imitate Fonzie more than upper and lower incomes
-noconsistent characters among upper and lower incomes.

T.V. affects child in aggressiveness.
-slight tendency for upper incomes to perceive a negative effect than lower or middle incomes.

T.V. affects child in language.
-lower and middle incomes tend to perceive a positive effect on language than upper incomes.

Singing observed while children watch T.V.
-with decrease in income, more parents observe their children singing while watching T.V.

Talking about what they just viewed after watching T.V.
-The percentage of parents who say that their children talk about what they have viewed on T.V. increases with decreasing income.

Boredom after watching T.V.
-with increase in income, the difference between responses increases in the direction of more parents observing boredom in upper incomes.

No significant difference between income levels was found with the following variables:

- -participation in activities as a family.
- -age of choosing own T.V. programmes.
- -types of programmes watched most often.
- -control of television viewing.
- -opinions of violence on television.
- -restrictions on types of programmes (except police drama).
- -effect of T.V. violence on behaviour of children.
- -control of T.V. violence.
- -opinions and viewing of children's programmes.
- -all behavioural characteristics not noted above.
- -church attendance.

Conclusions:

More observation of boredom after watching T.V. in the higher income groups may suggest a dissatisfaction with T.V. content. A hypothesis could be that much of T.V. content represents middle income values, and children from higher incomes may not be able to identify with these images.

Fonzie is chosen more often by the middle income parents as being imitated than by those in other income groups. It may be possible that Fonzie represents more of the middle income value system rather than other incomes, in that he is "cool", "in", well-liked by his peers, and a leader among his friends.

Middle income parents often discuss, as a family, problems seen on T.V. but seem to be less aware of T.V. as a major influence in their children's lives. Perhaps this is because, again, T.V. reflects middle income lives, whereas to lower and higher income groups, T.V. is not a reflection of their lives, and hence has more influence.

The observation that parents with lower incomes tend to be more heavy viewers and participate in fewer activities may suggest that television is used in place of less affordable luxuries (for example, skiing or movies).

Lower income families frequently include ethnic groups (particularly in the city of Hamilton as found in our survey); therefore, the finding that lower income groups observe a positive effect of T.V. on language would be expected.

EDUCATION

Watching T.V. together as a family.
- -families where the parent has a lower level of education tend to watch T.V. more together than those with higher levels of education.

Participation in religious activities as a family.
- -whereas approximately 50% of each level of education participate in religious activities as a family, only 25% of those who went to trade school do so.

Activities child belongs to.
- -those parents who have a community college level of education tend to have children who are more active than those of the other levels of education.

Opinion on programming geared for adults.
- -slight tendency for those with higher levels of education more than lower levels to say there is too much violence in programming geared for adults.

Child not allowed to watch police drama.
- -50% of parents with university level of education restrict viewing of police drama whereas only 30% of the other levels restrict.

Control of T.V. violence in the home.
- -although majority all say parents, parents with higher levels of education are more inclined to say individual viewer than those with lower levels of education.

Violence in cartoons.
- -parents with lower levels of education tend to say that cartoons are less violent than regular programmes whereas parents with higher levels of education tend to say that cartoons are about the same as regular programmes.

No significant difference between education levels was found with the following variables:
- -practice of watching T.V. on Saturday morning.
- -age of choosing own T.V. programmes.
- -family habits of T.V. viewing.
- -types of programmes watched most often.
- -opinions on violence in programming geared for children.
- -control of T.V. viewing.
- -restrictions on types of programmes (except police drama).
- -effect of T.V. violence on behaviour of children.
- -behavioural characteristics as affected by T.V.

Conclusions:

Parents with a higher level of education are more inclined to leave the control of T.V. violence in the home with the individual viewer. Parents with higher education also tend to be light viewers, and more critical of T.V.'S violent content. Therefore, perhaps these parents feel that their children will learn more from example than from exerted control.

The observation that persons with lower education tend to watch television together more as a family may indicate that persons with lower education are less critical of content and find television more satisfying as a form of family entertainment.

CHURCH ATTENDANCE

Participation in religious activities as a family.
-with increase in regularity of church attendance, there is an increase in participation in religious activities as a family.

Child belongs to Sunday School/Church-related activities.
-with increase in regularity of church attendance, there is an increase in number of children attending Sunday School.

Opinion on programming geared for adults.
-a greater percentage of people who attend church regularly feel that there is too much violence than those who attend irregularly.

Child not allowed to watch police drama.
-whereas 50% of those who attend church regularly with responsibilities restrict viewing of police drama, only 35% of those in the other categories restrict viewing.

No significant difference between frequency of church attendance was found with the following variables:
-practice of watching T.V. on Saturday morning.
-practice of watching T.V. together as a family.
-participation in activities as a family.
-age of choosing own T.V. programmes.
-family habits of T.V. viewing.
-types of programmes watched most often.
-activities child belongs to.
-control of T.V. viewing.
-opinions on violence in programming for children.
-restrictions on types of programmes (except police drama).
-effect of T.V. violence on behaviour of children.
-control of T.V. violence.
-opinions and viewing of children's programmes.
-behavioural characteristics as affected by T.V.

Conclusions:

These observations suggest that persons with spiritual values (that is, as reflected in church attendance) seem to be less approving of the use of violence as a method of resolution of conflict. Persons who attend church seem to be more aware of the dangerous potential of violence as depicted on T.V., and tend to restrict programmes which generally contain violence (i.e., police drama).

NUMBER OF TV's

No significant difference between number of TV's in the household was found with the following variables:

- -heavy vs light viewers.
- -level of education.
- -practice of watching T.V. on Saturday morning.
- -watching T.V. together as a family.
- -participating in activities as a family.
- -age of choosing own programmes.
- -family viewing habits.
- -types of programmes watched most frequently.
- -activities child belongs to.
- -control of T.V. viewing.
- -control of T.V. violence.
- -restrictions on types of programmes.
- -effect of T.V. violence on behaviour of children.
- -opinions and viewing of children's programmes.
- -behavioural characteristics as effected by T.V.

Conclusions:

The only significant difference is that the number of TV's tends to increase with increase in income. Therefore, number of TV's appears to have no significant effects on attitudes or viewing habits.

LIGHT VS HEAVY VIEWING

Education level of interviewed adult.
-persons with higher levels of education tend to be lighter viewers than those with lower levels of education.

Practice of watching T.V. on Saturday morning.
-light viewers tend to let their children watch T.V. alone more than heavy viewers.

Practice of watching T.V. together as a family.
-heavy viewers tend to often watch television together as a family whereas light viewers are evenly divided.

Family participation in religious activities.
-families who are involved in religious activities tend to be light viewers rather than heavy viewers.

Often discuss problem situations seen on T.V.
-light viewers tend more than heavy viewers to agree that they often discuss problem situations seen on T.V.

T.V. is a major influence in forming my children's opinions.
-light viewers tend to disagree and strongly disagree more than heavy viewers that T.V. is a major influence.

Children most often watch educational/documentaries.
-of the people who most often chose this category as most frequently watched, 85% were light viewers.

Child belongs to Sunday School/Church-related activities.
-light viewers tend to attend Sunday School more than heavy viewers.

Opinions on programming geared for adults.
-light viewers more than heavy viewers tend to think that programming for adults contains too much violence.

Opinions on programming geared for children.
-light viewers more than heavy viewers tend to think that programming for children contains too much violence.

Control of afternoon weekday television.
-light viewers more than heavy viewers tend to say children decide what programmes are watched on afternoon television.

Control of evening weekday television.
-heavy viewers give "parents" response more than light viewers

Watch cartoons with children periodically.
-tendency for heavy viewers to respond "yes" more than light viewers

Violence in cartoons.
-slight tendency for heavy viewers to consider cartoons less violent than regular programmes whereas light viewers tend to consider cartoons more violent or the same as regular programmes

T.V. affects child's development.
-tendency for heavy viewers more than light viewers to feel that T.V. has no effect on child's progress in school, aggressiveness, language.

Singing observed while children watch T.V.
-tendency for heavy viewers more than light viewers to observe their children singing while watching T.V.

Church attendance.
-light viewers tend to attend church more regularly than heavy viewers.

No significant difference between light and heavy viewers was found with the following variables:
-participation in activities as a family (except religious).
-age of choosing own T.V. programmes.
-restrictions on types of programmes.
-effect of T.V. violence on behaviour of children.
-control of T.V. violence.

Conclusions:

Light viewers tend to be persons with a higher educational level who more often choose educational/documentary programmes than do heavy viewers. This suggests that light viewers tend to use T.V. more as a specific activity than as a habit or a means of escape from the world, thus supporting Schramm's findings that more highly educated persons tend to use the media effectively.

Light viewers seem to be more active in church or religious activities, and seem to be more dissatisfied with the violent content on T.V. Perhaps because of less viewing time, they are more sensitive to and uncomfortable with violence. On the other hand, heavy viewers may have become less sensitive to violent content, thus supporting Cline's theory of desensitization.

Heavy viewers watch more T.V. as a family and seem to be less active. Perhaps spectator, sedentary types of people use T.V. more out of habit, as it requires less activity than other activities.

Heavy viewers seem to be less aware of T.V.'s influence on their children, and tend to discuss T.V. problems less as a family than do light viewers. Perhaps heavy viewing steals from communication time, or it may interfere with social skills and the ability to communicate, as hypothesized by Rutstein.

Light viewers tend to be more aware of T.V.'s influence on their child's school progress, language, and behaviour. Perhaps, with their relationship to higher education, these parents may be more aware of the potential to learn from any situation, as opposed to a structured classroom situation.

OPINIONS ON PROGRAMMING GEARED FOR CHILDREN

Practice of watching T.V. on Saturday morning.
- -of parents who say that there is too much violence in programming geared for children, 76% let their children watch T.V. alone.

Watching T.V. together as a family.
- -of parents who say they watch T.V. not at all or seldom as a family, over 50% say there is too much violence in programming geared for children.
- -of parents who say they watch T.V. often or most of the time as a family, over 50% say there is too much violence in programming geared for children.

Age of choosing own T.V. programmes.
- -parents who say there is no problem with violence tend to allow children to select their own programmes at younger ages than those who say enough violence or too much violence.

Children most often watch police drama.
- -of those parents who say that their children most frequently watch police drama, 55% also say that there is too much violence in programming geared for children.

Children most often watch cartoons.
- -of those parents who say that their children most frequently watch cartoons, 57% also say that there is too much violence in programming geared for children.

Child belongs to Sunday School/Church-related activities.
- -of those parents who say their child belongs to Sunday School, 63% also say there is too much violence in programming geared for children.
- -66% of those parents who feel that there is no problem with violence have children who do not belong to Sunday School.

Opinion on programming geared for adults.
- -those parents who feel there is too much violence in programming geared for children also tend to think there is too much violence in programming geared for adults.
- -consistent attitudes also with enough violence and no problem with violence.

Control of evening weekday T.V.
- -tendency toward greater parental control from no problem with violence to too much violence in programming geared for children.

Child not allowed to watch police drama.
- -parents who say too much violence restrict viewing of police drama more than parents who say enough violence or no problem with violence.

Child not allowed to watch cartoons.
- -no difference in restriction.

Effect of T.V. violence on behaviour of children.
- -of those parents who feel that there is too much violence on programming geared for children, only 36% feel that T.V. violence affects the behaviour of their children.

Violence in cartoons.
-of those parents who feel that there is too much violence on programming geared for children, 40% say that cartoons are less violent than regular programmes and 30% say they are about the same.

T.V. affects aggressiveness.
-of those parents who feel that there is too much violence on programming geared for children, 54% see no effect of aggressiveness on their child.

Total absorption while watching T. V.
-of those parents who say too much violence, 74% say they have observed total absorption of their child while watching T.V.

Increased irritability after watching T.V.
-of those parents who have observed increased irritability in their children after watching T.V., 88% say too much violence.

No significant difference was found with the following variables:
-participation in activities as a family.
-control of T.V. viewing.
-control of T.V. violence.

Conclusions:

There seems to be little difference in viewing habits or restrictions on viewing between parents who say there is too much violence on children's programming and those who say there is little or no problem with violence. This data does not reveal where parents feel that the violence is found: there is no difference in restriction of cartoons and little difference in restriction of police drama. Two hypotheses are suggested: the answer of "too much violence" was seen as socially desirable or the violence on T.V. is not sufficiently dangerous to the behaviour of their children to warrant monitoring of their children's T.V.

Although parents who feel there is too much violence may observe more total absorption of their children while watching T.V. and more irritability after watching, there seems to be no resultant control of viewing habits.

The above findings may support the hypothesis that T.V. violence may affect others in the world but not you or your own children; hence, controls aren't necessary in your home.

Relationship of OPINION ON PROGRAMMING GEARED FOR ADULTS with EFFECT OF T.V. VIOLENCE ON BEHAVIOUR

-of the parents who feel that there is too much violence on programming geared for adults, only 36% say that T.V. violence affects the behaviour of their child some or a great deal, whereas of the parents who said no problem with violence, 83% say T.V. violence affects their child not at all or very little.

Conclusion:

This data reflects the earlier finding that although parents may say that there is too much violence on T.V., only one-third think that it affects the behaviour of their child.

INFLUENCE OF T.V.

Children most often watch police drama.
- -of those parents who say their children most often watch police drama, 68% disagree or strongly disagree that T.V. is a major influence on children's opinions.

Effect of T.V. violence on children's behaviour.
- -parents who agree or strongly agree that T.V. is a major influence on children's opinions tend to say that T.V. violence affects their child's behaviour some or a great deal whereas parents who disagree or strongly disagree tend to say that T.V. violence affects their child not at all or very little.

T.V. affects progress in school.
- -parents who agree or strongly agree that T.V. is a major influence on children's opinions tend to say that T.V. has a positive effect on progress in school more than parents who disagree.

T.V. affects language.
- -parents who disagree or strongly disagree that T.V. is a major influence on children's opinions tend to say no effect on language whereas parents who agree or strongly agree tend to find a positive or negative effect on language.

Total absorption while watching T.V.
- -parents who agree or strongly agree tend to observe total absorption more than parents who disagree or strongly disagree.

Talking about programme after viewing T.V.
- -parents who agree or strongly agree tend to observe more discussion of programme than those who disagree or strongly disagree.

Cooperation after viewing T.V.
- -parents who agree or strongly agree tend to observe more cooperation with others than those who disagree or strongly disagree.

Viewing of children's programmes.
- -parents who disagree or strongly disagree tend to respond that they have not watched children's programmes more than those who agree or strongly agree.

No significant difference was found with the following variables:
- -practice of watching T.V. on Saturday morning.
- -watching T.V. together as a family.
- -participation in activities as a family.
- -age of choosing own T.V. programmes.
- -family viewing habits
- -types of programmes watched most frequently (except police drama).
- -activities child belongs to.
- -control of T.V. viewing.
- -control of T.V. violence.
- -restrictions on types of programmes.
- -opinions and viewing of children's programmes.

Conclusions:

Parents who feel that T.V. is a major influence on their child's opinions tend to see both the positive and negative teaching potential of T.V., as they feel that T.V. violence affects their child's behaviour but that T.V. can also positively affect school progress and language. These parents also tend to observe more total absorption of the child while viewing and more cooperation with others and talking about the programme after viewing. Therefore, these parents recognize the many facets of influence of T.V.

Parents who feel that T.V. is not a major influence have not watched children's programmes, and therefore, may not relate imitative and behavioural responses of their child with T.V. content.

Relationship of CARTOON VIOLENCE to CARTOON CONTENT.

- -of those people who say that cartoon violence is not the same as in regular programmes, 10% say that cartoons are more violent while 53% say that cartoons are less violent.
- -in this crosstabulation, many answers conflicted, thus giving the impression that parents were not firmly convinced of their opinion.

Relationship of WATCHING CARTOONS with CARTOON CONTENT.

- -parents who watch cartoons periodically with their children tend to say that cartoons are less violent than regular programmes whereas parents who don't watch tend to say "I never noticed" or "the same".

Conclusions:

This data seems to indicate that cartoon violence is portrayed in such a way that it is recognized as fantasy. Alternatively, violence in other programmes may be recognized more as real life, thus seeming to be more violent and, perhaps, more dangerous as to its influence on the child.

STRICT VS LENIENT CONTROL OVER CHILD'S VIEWING

Watching T.V. together as a family.
- -parents who control their children's T.V. much or completely say that they watch T.V. together as a family more often than those parents who control not at all or little.

Participation in activities as a family.
- -parents who control their children's T.V. much or completely tend to participate in more activities as a family then those who control not at all or little, especially
  - camping
  - reading
  - hobbies
  - travel
  - winter sports
  - television
  - dining out
  - religious activities
  - family games

Age of choosing own programmes.
- -parents who control much or completely tend to allow children to choose own programmes at older ages (8-18 yrs.) than parents who control not at all or little (under 5-12 yrs.).

Children most often watch educational/documentary.
- -parents who control much or completely tend to say educational/documentary as watched most often more than parents who control not at all or little.

Opinion on programming geared for adults and children.
- -67% of those parents who control much or completely feel that there is too much violence on programming
- -however, over 50% of those parents who control little also feel that there is too much violence on programming.

Control of T.V. viewing.
- -of those parents who control much or completely, parents tend to decide what programmes are watched on weekday and Saturday T.V. more than when parents control not at all or little.

Child not allowed to watch police drama.
- -parents who control much or completely tend to restrict viewing of police drama more than those parents who control not at all or little.

Effect of T.V. violence on behaviour of children.
- -parents who control not at all tend to say that T.V. violence does not affect their children at all whereas parents with other levels of control are more divided on effects.

Control of T.V. violence in the home.
- -with increasing level of control, number of "parent" responses increases and number of "individual viewer" responses decreases.

Child pretends to be someone on T.V.
-of those parents who say that their child pretends to be someone on T.V. , 70% control some or much.

Watch cartoons periodically with their children.
-of those parents who watch cartoons periodically with their children, 80% control some, much, or completely.

No significant difference between levels of control was found with the following variables:
-practice of watching T.V. on Saturday morning.
-family viewing habits.
-types of programmes watched most frequently (except educational/documentary).
-activities child belongs to.
-restrictions on types of programmes (except police drama).
-behavioural characteristics as affected by T.V.

Conclusions:

Parents who control T.V. tend to watch T.V. and be more active as a family, thus suggesting that there may be more communication between parents and children in these families. Parents who are more familiar with children's programmes tend to be more aware of the need for restriction of television content. These parents also tend to be more aware of their child's response to T.V., as 70% of those parents who recognized their child's imitation of T.V. characters control their child's viewing.

CIRCLE SQUARE VIEWERS

Sex.
-equal numbers of girls and boys like and dislike Circle Square.

Child attends Sunday School/Church-related activities.
-Circle Square viewers tend to attend Sunday School whereas non Circle Square viewers tend not to attend.

Programmes watched last Saturday.
-non Circle Square viewers tend to choose Bugs Bunny over Uncle Bobby show whereas Circle Square viewers are more divided (observations from 2 time slots).
-non Circle Square viewers tend to choose Secret Life of Waldo Kitty over Sesame Street whereas Circle Square viewers are divided.

Types of disliked T.V. shows.
-Circle Square viewers tend to dislike horror, monster, scary shows whereas non Circle Square viewers tend to dislike children's programmes and miscellaneous adult shows.

Bad Dreams.
-slight tendency for Circle Square viewers to say that they have bad dreams more than for non Circle Square viewers.

Show that helps you.
-Circle Square viewers tend to be able to think of such a show whereas non Circle Square viewers are divided.

Name of the show that helps you.
-only 57% of the Circle Square viewers listed Circle Square as a show that helps them.

Character child pretends to be.
-Circle Square viewers tend to pretend to be Fonzie and comedians more than non Circle Square viewers whereas non Circle Square viewers tend to be the 6 Million Dollar Man or Bionic Woman more than Circle Square viewers.

Ruby from Circle Square.
-only 47% of Circle Square viewers like Ruby, almost 25% don't know Ruby.

Actions when watching scary show.
-non Circle Square viewers tend to keep watching more than Circle Square viewers whereas Circle Square viewers tend to do something other then keep watching.

No significant difference between Circle Square viewers and non Circle Square viewers was found with the following variables:
-sex.
-favourite T.V. programmes.
-programmes watched last week.
-types of programmes preferred.

-control of T.V. viewing.
-activities child belongs to (except Sunday School).
-watching T.V. after school.
-programmes watched last Saturday.
-reasons for making violent shows.
-shows with family problems.
-characters liked and disliked from various types of programmes.

Conclusions:

Circle Square seems to appeal equally to both sexes, and to an audience who may already be familiar with spiritual values (Sunday School attenders).

Non Circle Square viewers tend to prefer the comedy, action, and animation of Bugs Bunny over Uncle Bobby, although other Saturday morning time slots showed no significant difference in choice. A wide generalization may be that Circle Square appeals to a younger audience, or it may not be the type of programme that children prefer to watch on Saturday mornings.

Circle Square viewers seem to be more sensitive to violence and horror, with a resultant behavioural disturbance (bad dreams) or tendency to not watch the programme when it becomes scary.

Over half of the Circle Square viewers tend to find practical help for life from programme content. Perhaps they are more able to recognize and apply learning from shows like Circle Square.

One-quarter of the Circle Square viewers did not recognize Ruby by name, suggesting, perhaps, an inability to identify with this character.

In general, apart from the above, there seems to be little difference in activities, habits and television preferences between Circle Square viewers and non Circle Square viewers. However, there is a slight tendency for Circle Square viewers to be more sensitive children with a greater awareness of incidental learning from television. These conclusions are tentative since Circle Square viewers represent only 11% of the total sample.

This data seems to reflect the previous conclusions re: crosstabulations of church attendance, in that the children who attend Sunday School probably come from homes where the parents also attend Church.

SUNDAY SCHOOL ATTENDANCE

Programmes that are real-life scary.

-of the children who like real-life scary shows, 57% do not attend Sunday School whereas only 43% attend Sunday School.

Show that helps you.

-63% of the children who go to Sunday School could think of a show that helps them whereas only 51% of the non-Sunday School attenders could think of such a show.

No significant difference between Sunday School attenders and non-attenders was found with the following variables:

-sex.
-favourite T.V. programmes.
-programmes watched last week.
-types of programmes preferred.
-contents of own T.V. show.
-control over T.V. viewing.
-activities child belongs to.
-watching T.V. after school.
-programmes watched last Saturday.
-types of disliked programmes.
-bad dreams.
-reasons for making violent shows.
-shows with family problems.
-pretending to be T.V. characters.
-characters liked and disliked from various types of programmes.
-actions when show gets scary.

Conclusions:

There appears to be little significant difference in T.V. viewing habits and preferences between children who attend Sunday School and children who don't, except in the observations noted above.

CONTROL OVER T.V.

Child attends Sunday School/Church-related activities.
- -of those children who have controls over T.V., 68% attend Sunday School whereas only 42% of those children without controls attend Sunday School.

Control of T.V. viewing.
- -parents decide most often what programmes are watched in families where children have controls than families where children have no controls.

Bad Dreams.
- -67% of children who have controls have bad dreams after watching scary programmes whereas only 55% of children with no controls have bad dreams.

Child pretends to be T.V. character.
- -80% of children who have controls over T.V. tend to pretend to be a T.V. character whereas only 68% of children without controls tend to be a T.V. character.

Actions when watching scary show.
- -children with no controls over T.V. tend to keep watching whereas children with controls tend to do something other than keep watching.

No significant difference between children with controls and no controls was found in the following variables:
- -sex.
- -favourite T.V. programmes.
- -programmes watched last week.
- -types of programmes preferred.
- -contents of own T.V. show.
- -watching T.V. after school.
- -programmes watched last Saturday.
- -types of disliked programmes.
- -reasons for making violent shows.
- -shows that help you.
- -shows with family problems.
- -characters liked and disliked from various programmes.

Conclusions:

These observations seem to indicate that parents recognize the need to control T.V. in homes where there are spiritual values held (as reflected in Sunday School attendance), and where children seem to be sensitive to television content as expressed through their behaviour, that is, imitation of T.V. characters and bad dreams.

BAD DREAMS

Baretta
-of the children who like Baretta, 62% have bad dreams sometimes or often after watching scary programmes.

6 Million Dollar Man
-of the children who like 6 Million Dollar Man, 65% have bad dreams sometimes or often after watching scary programmes.

-however, above "60% averages' also hold true for other characters.

Actions when show gets scary.
-children who have bad dreams sometimes or often tend to do something other than keep watching whereas children who have bad dreams almost never or never tend to keep watching.

-crucial crosstabulation with "what kinds of things scare you" is missing due to bad programming of computer.

No significant difference was found with the following variables:
-sex.
-favourite T.V. programmes.
-programmes watched last week.
-types of programmes preferred.
-contents of own T.V. show.
-control over T.V. viewing.
-activities child belongs to.
-watching T.V. after school.
-programmes watched last Saturday.
-types of disliked programmes.
-reasons for making violent shows.
-shows that help you.
-shows with family problems.
-pretending to be T.V. characters.

Conclusions:

There is a slight tendency for children who like active shows with crime and suspense to have bad dreams more often. Perhaps these children do not relate their dreams to T.V. viewing, and therefore, continue to watch these shows. An alternate hypothesis may be that the bad dreams are not about the events or content of the police dramas they are watching.

Children who have bad dreams seem to be more uncomfortable with suspense, as they almost never "keep watching" if the show they are watching gets scary.

POTENTIAL PROSOCIAL INFLUENCE OF T.V.

Shows with family problems.
-children who can think of a show that helps them also tend to be able to think of a show with family problems.

Laura Ingalls.
-of the children who like Laura Ingalls, 65% are children who can think of a show that helps them.

Ruby from Circle Square.
-of the children who like Ruby; 74% are children who can think of a show that helps them.

Actions when show gets scary.
-children who cannot think of a show that helps them tend to keep watching more than children who can think of a show that helps them.

No significant difference was found with the following variables:
-sex.
-favourite T.V. programmes.
-programmes watched last week.
-types of programmes preferred.
-contents of own T.V. show.
-control over T.V. viewing.
-activities child belongs to.
-watching T.V. after school.
-programmes watched last Saturday.
-types of disliked programmes.
-bad dreams.
-reasons for making violent shows.
-pretending to be T.V. character.

Conclusions:

Children who learn from T.V. in one area (shows that help your) tend to learn also in other areas (shows with family problems). These same children tend to do something other than keep watching when a show becomes scary, perhaps having learned in the past that scary shows cause bad dreams.

SEX OF INTERVIEWED CHILD

Types of favourite T.V. programmes.
-for first choice, boys tend to say police drama, comedy whereas girls tend to say comedy, police drama.
-however, for second and third choices both boys and girls tend to say comedy, police drama.

Of those children who watched these programmes last week:
-Electric Company - 63% girls
Ghostbusters - 64% boys
Little house on the Prairie - 64% girls
Hockey or other Sports - 68% boys
All others -50% each (approximately)

Types of preferred programmes.
-boys - 64% SWAT
girls - 62% cartoons

boys - 71% Happy Days (over SWAT)
girls -90% Happy Days

boys - divided
girls-85% Little House on Prairie (over Rockford Files).

boys - 88% 6 Million Dollar Man (over Little House on Prairie)
girls- 60% 6 Million Dollar Man

Programmes watched last Saturday.
-boys tend to choose Tom, Jerry and Grape Ape Show and Bugs Bunny/ Roadrunner whereas girls tend to choose Josie and the Pussycats and the Tom, Jerry and Grape Ape Show.
-boys tend to choose Secret Life of Waldo Kitty over Sesame Street whereas girls are divided.
-boys tend to choose Spiderman whereas girls tend to choose Lost Saucer.
-boys tend to choose Beyond the Planet of theApes whereas girls tend to choose Partridge Family 2200 AD and Far Out Space Nuts.
-girls tend to choose C.B.S. Children's Film Festival whereas boys are more divided between Film Festival, Wrestling and Hockey.

Types of liked programmes.
-61% of boys say they like programmes that are real-life scary whereas only 41% of girls like such programmes.

Show that helps you.
-63% of the girls could think of a show that helps them whereas only 51% of the boys could think of a show that helps them.

Pretending to be T.V. character.
-82% of the boys say they pretend to be a T.V. character whereas only 68% of the girls say they pretend to be a T.V. character.

Character child pretends to be.
-excluding Fonzie, girls tend to imitate singers and dancers and the Bionic Woman/6 Million Dollar Man whereas boys tend to imitate superheroes and characters from police dramas.

Characters from various types of programmes.

-Marcus Welby	-girls tend to like him whereas boys tend not to like him.
Caine	-boys tend to like or don't know him whereas girls tend not to like or don't know him.
Laura Ingalls	-girls tend to like her whereas boys tend to be more evenly divided.
Evel Knievel	-boys tend to like him whereas girls tend to be more evenly divided.

Actions when show gets scary.
-slight tendency for boys to keep watching more so than for girls.

No significant difference between boys and girls was found for the following variables:
-contents of own T.V. show.
-watching T.V. after school
-control of T.V. viewing.
-types of disliked programmes.
-types of things that scare.
-bad dreams.
-reasons for making violent shows.
-shows with family problems.

Conclusions:

The responses obtained in this survey reflect the sterotyping of boys and girls into traditional boy-girl preferences. Boys seem to prefer active, suspenseful, scary programmes, and aggressive characters more than girls who tend to prefer the milder, "family" type of programmes. Girls also tend to recognize learning from T.V. more than boys, which tends often to be the case in school situations as well.

CHAPTER 7

Qualitative Survey of Circle Square

Qualitative Survey of Circle Square

Upon completion of our first survey of children and parents, the persons with whom we were in contact at Wheaton College, Illinois (in aiding us in the design of our questionnaires and survey methodology), felt that perhaps we had not obtained enough direct feedback for the producers of Circle Square. Therefore, they constructed a questionnaire, based on a particular Circle Square programme, which would test what the children had gained by watching that programme.

To date, we have only presented the programme and questionnaire to one grade 4 and 5 classroom of children, although we had hoped to survey three classrooms. With the permission of the teacher and the principal of a Hamilton school, we visited this classroom, showing them the programme and then asking them to answer a few questions (on paper) about what they had just viewed. At the point of writing, we have been unable to secure the cooperation of other teachers in the Hamilton area for surveys of children in other grade levels.

Since the data from this survey has relevance only for those involved in Circle Square, we have not included it in this report. However, a few general comments can be made. It is very difficult to test a television programme in a classroom situation such as this because the children were forced to watch the programme, as it was done in classroom time. Under these circumstances, it is important for the researchers to observe the atmosphere of the classroom, that is, the attentiveness and restlessness of the children. Another valuable source of information is obtained through the views of the adults who are present during the testing situation. In this case, the teacher and the principal gave constructive comments re: the particular children we were observing, the testing methodology, and the programme itself.

More testing of this nature needs to be done by producers of any children's programmes, to ensure that the programme is meeting its objectives, that is, reaching its target audience and teaching what it is designed to teach.

Chapter 8

Meetings with the Public

Public Speaking: An Exercise in Awareness

A most important part of our project's aim was to speak to groups of people whom we had contacted and who were interested in our objectives.

Two researchers, the project director and an audiovisual technician made up the team. The researchers gave facts and opinions from our study, while, the director gave an in-depth analysis of children's needs at various ages. This was interspersed with edited clips from a CBC tape ("Children and Television") and a Circle Square programme.

A resource table consisted of books we had read and pamphlets. The latter contained names and addresses where parents could write to praise or pan programmes, a recommended list of books such as "Early Window" by Dr. R. Liebert, "Go Watch TV" by Nat Rutstein etc., and sources where rating review sheets could be obtained for TVO, CBC and American programmes (through NABB, Los Angeles, U.S.A.). These give aways were always eagerly picked up.

The response from parents at the preschool centres where we spoke was always lively and most satisfying. We spoke to audiences ranging from 90 people at Parents Without Partners to a group of six mothers at St. Matthews House. We have found that quantity is not always essential, as one of the most concerned groups was the smallest!

An engagement in February at Sherwood Library brought no response. We blamed the cold weather and inacessability of the room!

Often we judged our impact through questions asked by the audience. Parents Without Partners, whom we had hoped most to reach, responded with only two questions. Yet, in a letter of acknowledgement to us, they appeared to enjoy our message more than we thought.

The Catholic Children's Aid Foster Parents Association invited us to speak at Cathedral School. About 35 people attended and we were happy with the interest shown.

St. Paul's Presbyterian Church Women were a warm and intelligent group. They peppered us with questions on all facets of television and gave some very valid opinions themselves. This group was dismayed at the ending of our project in June 1976, and felt we had just begun to scratch the surface of public awareness.

The nursery schools, co-op day care centres and one young couples group in Binbrook were most gratifying in their response. They gave us a feeling of achievement in our aim to make parents aware of what television has to offer in harmful as well as enriching effects.

We have visited Terryberry Library during the preschool children's story time and presented our program to their mothers. Engagements at Barton, Westdale and Mountain branch libraries during story time are pending before we finish our project. We anticipate a good response from these alert mothers who are concerned about their children's total well-being and developing needs.

Fifty letters were sent to varying denominations of churches. Two replies were received. Telephone calls were made to Community groups and many letters were sent all the way from The Commissioner of Social Services, Mac Carson (no reply) to NERO (North End Residents Organization). An attempt to speak to two schools (parent groups) was tried. The principals thought the project had merit but The Hamilton Board of Education turned the request down.

The groups listed below were very gracious in their response to our request to speak to them. No other replies to requests were received.

Binbrook Couples Club
Burlington Baptist Church
Sherwood Library
Caledonia - St. Patrick Separate School
St. Matthews House
Happy Times Co-op Nursery School, Ancaster
Parents Without Partners
Foster Parents Association
Catholic Children's Aid
St. Paul's Church Women
Farmer's Dell Co-Op, Binbrook
Terryberry Library
Barton Library
Westdale Library
Mountain Library

Television plays a large role in all our children's lives and public awareness is a necessity to this fact. In some small measure we hope our contribution has been meaningful. Helping parents to understand television and its effects on children and creating a desire to learn more about the media and todays children has all been in our main goal.

Home and School Convention - April 29th, 30th
60th Anniversary. The Holiday Inn, Hamilton

We had, we think, a most colorful and informative display. A tape from CBC ("Children and Television") was played continuously, creating the media effect, and adding a professional dimension to our display. Children's art work from a Grade 4 class in Burlington was always looked at and remarked upon. The children had drawn their favorite television character and show. We gave the Association 500 questionnaires to include in each delegate's plastic hold-all. Only 22 were returned. The Federation President, Sandi Bell, said that many delegates do not read everything until they are home and we assume that this is what happened.

Many delegates were interested enough to gather our pamphlets to take back to their Associations. A doctor's wife said her husband was very interested in television and its effects on family life. He would often talk to young parents who were his patients, about children being allowed to watch too much TV. She and many others (including the guest speaker from the Arthur Adler Institute) were most interested in our advice and address pamphlets (who to write to regarding children's programming etc.).

We found delegates surprised and pleased to know that they could obtain rating sheets from TVO and CBC without charge, as well as the American equivalent at the cost of $1.00 from The National Association of Better Broadcasting, Los Angeles, U.S.A. We also drew their attention to how to receive the Interim Report of the Royal Commission on Violence in the Communications Industry.

We felt we were able to reach a number of people with our presentation and hopefully, they in turn, will research the subject of alternatives in children's programming for themselves and their Associations.

This was, we believe, a most successful endeavour.

The questionnaire for delegates to this convention was designed primarily as a thought-provoking device, again, to promote more public awareness of the effects of television on today's children. Out of 500 questionnaires distributed to delegates at the convention we had a response of only 22 questionnaires (4% return). The following are the results of same:

Question #1 - 21 had children under the age of 12 years.

Question #2 - children's 3 most favourite TV shows as per their parents:

Happy Days - 5
Brady Bunch - 3
Sesame Street - 3
Little Rascals - 3
$6 Million Man - 1
S.W.A.T. - 1
Space 1999 - 1
Waltons - 1
Party Game - 1
Magic Shadows - 1
Hockey - 1
Tony Orlando and Dawn - 1

Happy Days - 3
Gilligan Is. - 3
Lil Rascals - 2
Brady Bunch - 1
My 3 Sons - 1
Odd Couple - 1
Sesame St. - 1
Walt Disney - 1
Adam - 12 - 1
Hogans Heroes - 1
Partridge Family - 1
Flintstones - 1
Mr. Dressup - 1
Emergency - 1
$6 Million Man - 1
Mr. Rogers - 1

Walt Disney - 3
Starsky and Hutch - 2
Zoom - 1
Odd Couple - 1
Little House on P. - 1
Wild Kingdom - 1
Mash - 1
Brady Bunch - 1
Mr. Dressup - 1
Cartoons - 1
Sesame St. - 1
Happy Days - 1
Get Smart - 1
Friends of Man - 1
Rocketship 7 - 1
Circle Square - 1

Question #3 - number of children under the age of 12 yrs. who are allowed to watch TV after 9:00 pm on weeknights.

Total Number allowed - 5
Occasionally allowed to watch - 3

Observation: The majority of children go to bed at or before 9:00 pm on weeknights.

Question #4 - programmes parents do Not allow their children to watch:

Mash - 4
S.W.A.T. - 3
Starsky and Hutch - 1
$6 Million Man - 1
Maude - 1
Kojak - 1
Police Story - 1
Baretta - 1
Adult Movies - 5
None - 2
Detective Shows - 1
Blue Movies - 1

Question #4 - (Cont'd)

Parents Comments

- extremely violent police programmes, or any requiring parental supervision.
- all programmes are a family decision.
- programmes using guns or sex display; too old for them.
- violence - nothing with murder, blood, shootings.
- any cops and robbers programmes; no science fiction.
- don't outlaw any programme; than makes them more popular.
- programmes stressing parental supervision; horror shows; also violent programmes.
- whatever I decide is not suitable.
- violent shows - crime shows; situation comedies which play upon individuals putting each other down.
- bad language programmes.

Observation: The majority of programmes that are restricted are police dramas or violence.

Question #5 - Violence in cartoons is the same as violence in non-cartoons in parents opinion.

Yes	No	Not Sure
6	14	2

Observation: Statistics from our other survey show that many people consider cartoons less violent than regular programmes. Perhaps this question will start parents observing cartoon violence more.

Question #6 - Violence on television programming should be the responsibility of:

Network - 9	Parents - 15
Local Stn. - 6	Individual Viewer - 7
Federal Gov't. - 8	Other - 0
Prov. Gov't.- 7	

Observation: Parents seem to desire controls from a number of areas, not just parents.

Question #7 - Television breeds into children fear and suspicion of the society in which they live.

Agreed	Disagreed
13	9

Observation: numbers are divided - we suspect many people have never thought about this facet of television before.

Question #8 - Comments and opinions from parents

- Our children rarely watch TV by themselves except Saturday morning cartoons. TV watching in our family is family time; we are an active family and our viewing is limited to weekends.

- Too many commercials, geared to encourage children to be the "first on the block", to own publicized articles (toys). Junk cereal commercials should be less publicized. CBC should be encouraged to produce better children's programming.

- Christmas specials re: Peanuts Christmas are on too late.
- advertising geared to children to push parents
- alcohol advertising
- good programmes (i.e. Circle Square) not pushed enough.

- more educational programmes for small children, like Mr. Dressup and Sesame Street.

- I think in the past there have been many TV shows which children could watch for the sake of enjoyment, but unless they watch old reruns, the shows for them are few and far between and lack in the comedy children enjoy.
- also commercials geared at children are far too many, especially on Saturday morning.

- My young children are 1 and 2 so this is not an age group where they have any choice. These are our choices until they learn to change the channel themselves; we as parents have complete control.

- I think TV should be treated like good and bad books; you don't have to have them in your home, so all you have to do with TV is turn it off. Even some shows which are for children are so stupid my children will not watch them.
  I do wish that the networks in general, would realize that a lot of children are left alone on Saturday, so please clean up the programmes.

Question #8 - (Cont'd)

- Can't stress importance of parental guidance.

- Not allowed during the week.

- They especially like Rocketship 7, Gilligan's Island, Mr. Dressup, Partridge Family, Donnie and Marie, Sonny and Cher, World of Disney, Polka Dot Door.

- Like anything in life: you get some good out of almost anything. I would like to see more of the nature films or some of the 20-30-40 era movies on earlier rather than the late time slot.

- Cut out sugar-coated cereal ads. At Christmas cut down on toy ads.

- I feel responsibility for children's programming must rest with other powers than the parents as too few parents are motivated along these lines.

- Should be more movies geared to children during certain times.

- Programmes should be non-violent, teach yet still entertain.

- My children's programme viewing is largely a matter of the time of day they regularly watch. Between 5:00 - 6:00 pm each night when they are tired and I am busy preparing a meal, they watch television and so choose their programmes from what is available. It would be marvelous if the programmes on from 5:00 - 6:00 pm each evening had more variety. Children could learn to appreciate different shows and be more critical viewers.

- My son watches everything and discusses the adventures whether they be fact or fiction. He is an intense and avid reader but watches television a great deal. In fact, I have seen him in front of the TV watching a programme and reading at the same time. He is an individual and is inquisitive about everything he sees and reads. The violence, if any is shown, does not outwardly affect him. He does show occasional outbursts of temper but this is caused by other frustrations often just brought on by a home situation and, I strongly feel, not supported by TV shows.

CHAPTER 9

Technical Review:
Editing of Videotapes and Films

Technical Review of Videotape Editing

As the research work initiated by the A.C.B. project demanded most of the group's time, the technical division was relegated to a "back seat" position. This situation is partly due to the terms set down in the government contract. The technical work of the project was not a major factor in the agreement. In fact, due to the overwhelming work load commanded by the research department, it was necessary for members of the technical staff to devote part of their energies to research work.

Further complications arose as a result of underbudgeting for the editing of film segments from the Circle Square shows. The high cost of the film editing left very little money for the videotape portion. This problem was partially overcome by arranging to utilize, at no charge, the facilities of the local community television studio, Cable 8 TV Ltd., in return for the use of the edited material when needed. However, this editing had to be done at the studio's convenience. Their heavy schedule left only 3 hours per week free for the A.C.B. project.

In addition, screening of Circle Square shows indicated that many segments were too short and lacking in detail to have any educational value outside the context of the complete programme. Originally, the plan had been to edit each segment, including the previously edited films, causing a senseless duplication. With a change of staff, this plan was revised to concentrate only on the really useful portions, the crafts. The crafts were edited and divided into three categories; special foods, handy and useful items and knick knacks. Each tape is accompanied by a booklet which can be used as a teacher's aid in supplying items needed for the crafts. To be sure that all material would be available to

the public, a special tape was edited, combining the remaining portions of Circle Square, Bible Stories, singing, jokes and LeRoy. This last tape could then be viewed and selected segments of their choice would be edited to form a custom tape suitable to their needs.

Staff changes tended to disrupt us. Two months after the project began, the head of the technical department resigned leaving it short staffed. Her replacement was then put in the position of evaluating and revising the technical work in order to most effectively use available resources. Other staff changes included the hiring of an assistant, who soon left for another job, and then another who also left before the completion of the project. Thus, the technical department was short-staffed for varied periods throughout the project.

In conclusion, the technical department endured many hardships but the work was completed and the tapes edited. These tapes are 3/4" videocassettes and are being loaned to interested groups for a $5.00 deposit, to insure their return in good condition. We feel that we are providing a service to the Hamilton community, of informing and making people aware of alternatives in broadcasting. Unfortunately, the response to date has been very poor.

Technical Review of Film Editing

The contract stated that edited film segments from Circle Square were to be made available to schools, libraries, etc. Recognizing the educational potential of the films, we surmised that distribution in as wide an area as possible would be most valuable to the goals of the project and Circle Square producers. We contacted a distributor who was willing to undertake their distribution.

The advantages of distribution through a distributor are:

(1) they know how to most effectively handle educational material

(2) our budget allowed for distribution only in the immediate Hamilton-Kitchener-Waterloo area whereas a distributor provides national distribution, as well as in the United States

(3) the distributor handled the responsibility of written material to accompany the films, whereas money for this expense was not allotted in the grant budget.

At the present time, the films have already had a fairly wide distribution, although a great deal of interest in them was not expected until September.

In addition to editing the film segments, the film editor was involved in the filming of more segments for the future production of Circle Square programmes. He assisted with shootings in Ottawa, Brantford, Quebec, and the Toronto vicinity.

CHAPTER 10

Broadcasting Alternatives for Younger Children

Broadcasting Alternatives For Younger Children

In any project such as ours, a question which must be asked is: what kind of television programming is most beneficial to the intellectual, emotional and social development of the child? One way to answer this question is through the demonstration of our research findings in a creative and concrete way. To this end, the group has developed and produced a pilot children's programme entitled "Busy Buddies". Because the results of our study showed that there was insufficient programming for preschoolers, we decided to aim our programme for a viewer audience of 3 and 4 year olds. Children polled indicated that they enjoyed watching programmes which teach social skills rather than intellectual concepts in an entertaining way. It is hoped that by this method, children at home would be encouraged to participate in the activities. We approached the local community television studio (Cable 8 TV Ltd.) in order to use their facilities in production. We feel that it is important that the public be aware of its ability to take advantage of local resources in order to make good children's programming.

After much discussion, we concluded that a 15 minute format would be best as it would allow sufficient time to get the message across without taxing the attention span of the young viewers. The programme is introduced with a poem set to music stressing the importance of street safety. This feature is repeated 3 times throughout the show in order to reinforce the message. The poem and the music for this section, as well as the rest of the programme, was composed by staff members. The next segment explores the nature of wind and the problem in understanding something that can't be seen. The characters from this skit then proceed to a friend's house for dinner where they all help with the cooking, only to discover that too many cooks spoil the broth. After dinner they come upon a pet store and puppies. Super 8 film footage for this segment was provided by a staff member. Lastly, the puppets all cooperate in the demonstration of making a collage.

This programme incorporates learning and entertainment in a variety of ways in order to most fully exploit the resources available to this project. While we have only planned one programme, the format is such that it can be expanded or adapted by others interested in producing educational children's shows.

CHAPTER 11

Conclusions and Recommendations

Conclusions and Recommendations

The following conclusions and recommendations are drawn from various facets of our work on this project, our reading, and suggestions previously given to the Royal Commission on Violence in the Communications Industry.

A. Communications Centre.

WHEREAS, theoretically, the public own the air waves, and
WHEREAS, according to our survey, over 50% of parents are dissatisfied with present television content, particularly violence which is the specified area of the Royal Commission on Violence in the Communications Industry, and
WHEREAS, according to our survey, the majority of people tend towards network control rather than government control of television programming

THEREFORE, we recommend that a Communications Centre be established. This Centre would be national in its influence, perhaps with provincial chapters, and would be composed of representatives from networks, sponsors, educational institutions, government, the scientific community (psychology, child behaviour, philosophy, sociology), the medical community, the field of market research and economics, lay persons (parents and non-parents), and the creative arts. This group would allow a selection of content not solely designed by technological industry people, not government, nor by creative artists alone, but from a market place of ideas. Instead of asking one profession to study the logic behind another profession, the Centre could provide a free exchange of information with respect for each discipline. The government would not be marked as censor nor the industry as irresponsible.

The director of such a Centre would have to be autonomous in nature and would also have to be someone who is respected by both the television industry and academic worlds.

Although our project is striving for the production of better programming for children in particular, many of the points which follow apply to programming for both children and adults. Within the Communications Centre, it would be desirable to have a department which concentrated on children's programming.

The Centre as an evaluating body and the CRTC as a regulating body should work in conjunction to provide better programming for Canadians.

We recommend that the Communications Centre be embodied with the following responsibilities and powers:

(1) Evaluation System - The Centre should develop elaborate definitions for evaluating the violent, prosocial and sexual or racial stereotyping content of television programmes. These scales should be used in the formation of (i) guides for the public as to the nature of programmes on television (particularly for parents to aid in the selection of appropriate programming for children) and (ii) standards for network and government officials to use in establishing codes and regulations.

In rating television programmes as a part of our project's activities, we found little information to help us in the formation of such scales. Therefore, the Centre should undertake the evaluation of any existing codes, as well as the development of new criteria.

In addition to establishing definitions and scales, the Centre should implement them in the periodic monitoring of television programming (such as that done by the Annenberg School of Communications in the United States). The findings could be made available to the public through revised television guides that are presently on the market or in the aforementioned guide for parents.

(2) Monitoring and Evaluation of Broadcasters - The Centre should monitor the degree of adherence by broadcasters to the standards formulated by means of the above scales. The Centre should also measure the extent to which broadcasters meet their commitment to the CRTC in their license applications and renewals, as feedback for the CRTC in their decisions concerning broadcasters.

(3) Public Awareness - According to our survey, parents do not seem to be aware of the effects that television may be having on their children. There tends to be few controls over children's viewing, in spite of the voluminous amount of research which has been done on this subject, upon which our literature review only touches.

Therefore, we strongly recommend that a Public Awareness department be of primary importance in the Communications Centre. Its format could be similar to the adult and family workshops which are presently sponsored by OECA. Only aware people can effect changes. The need to monitor television and use it effectively (rather than taking it for granted) needs to be reinforced consistently, just as cancer warnings as related to cigarettes needed repetition to convey their message.

The results of our survey showed that no particular "class" of people (re: education and income) was more aware of television's effects than any other class. Therefore, media awareness programmes need to be directed to all segments of the population.

Since the child himself does not seem to correlate television's attitudes and perceptions to his own life (for example, by connecting bad dreams with watching scary programmes), we recommend that there needs to be a media literacy programme for children and youth as well. This could probably be most effectively implemented in the school systems, both public and secondary. The child should be made more aware of the reality and fantasy of television and how it affects his attitudes and perceptions of the world in which we live.

Television can be a tremendous force for the development and release of human potential if it is used wisely and effectively. Television should no longer be known as "the stranger in the living room": we need to understand it as well as or better than any member of our family.

(4) Public Grievance Committee - This group should develop workable procedures to ensure public access to the media, in order that alternative view can be measured, and aired with reasonable responsiveness by the television industry.

During our public speaking engagements, two of the most frequent questions were "What can I do?" or "Do letters really work?" Such a body as the Public Grievance Committee could ensure that the public knows where to protest re: children's programming, violence, advertising, etc.

(5) Programming of Relevant Social Problems - The Communications Centre should establish a "social gauge" for public interest programming and impact. Thus, significant controversial issues could be given programming hours at the time of their impact, and both sides could be presented in order that the ordinary citizen may fully understand the issues. As an example, the Royal Commission on Violence in the Communications Industry could have been given more commercial programming time.

(6) Alternative Methods of Funding Children's Programmes - The Communications Centre should investigate the economic structure of the television industry in order to determine alternative methods of funding the production of children's programmes. Grants from various organizations could be one alternative, while licensing of television could be an another. Networks must no longer allow advertisers to dictate programming content. However, it is only through other sources of funding that independent networks and stations may continue to exist.

Until alternate funds become available, the Communications Centre should educate the public to the economic backing of the industry. Thus, persons could be encouraged to make their preferences known to advertisers as well as producers of children's and adult programming.

(7) Incentives for Programming - The Communications Centre should establish incentives for better production of children's programmes. These could be termed "Jack and Jill" awards and would be eligible to writers, producers, and other creative artists. Not only would this draw creative people to this area of programming, but it would also maximize the competition for prestige in an area that has been neglected in the past, which often serves as a strong motivating force within areas of the industry.

(8) Canada Council Grants - The Communications Centre could make use of these grants in several ways:

(i) as an alternative source of funding for good quality children's programmes

(ii) as a source of funding for the "Jack and Jill" awards

and (iii) as a source or pool of creative talent in the industry, whereby persons receiving grant monies could apprentice with the Centre in one of its many areas. This could be coordirated at the provincial level.

(9) Education of Media Persons - The Communications Centre should establish standards of education for persons involved within the media. This would ensure that all media persons would have a knowledge of both audience research and technical resources.

(10) Evaluation of Government Agencies - The Communications Centre should act as a "third party" in evaluating the effectiveness of government agencies charged with media-related responsibilities. Thus, the Centre should investigate the capacity of the CRTC to regulate broadcasting services, and to ensure the implementation of these regulations.

Also, the Centre should act as a communication link between other national and provincial media-related bodies to provide a channel of ideas.

(11) Research - The Communications Centre should inspire, finance, and engage in on-going research to examine how television affects all segments of our society, but particularly children. More research needs to be conducted to determine what attitudes children are learning from television, and what background variables alter the influence of television, either negatively or positively.

(12) Annual Report - The Communication Centre should prepare an annual report, which would outline its objectives, goals for that year, activities, and achievements, which should be presented to member organizations, the public, the Prime Minister, and the House of Commons.

In summary, it is not too late to make children's television an honourable profession so that all concerned would strive to excel. The open minds of young children should be guarded against exploitation or forms of mindless entertainment. Because children are the soul of a country, their interests should rule the conscience of television and other public media.

B. Implications for Future Programming

(1) Our survey indicated that Church or Sunday School attendance seemed to result in a greater sensitivity to media violence. Therefore, we recommend that producers attempt to incorporate moral principals into their programming. This does not have to be done on a Biblical basis, in order not to offend anyone. The teaching of right from wrong may overcome the tendency to resort to violence in a stressful situation, for example as may be suggested in viewing violence on television. As Wertham suggests, concrete moral values may overcome the innate and learned tendencies of the human being to resort to violence. This concept needs to be taught particularly to our youth.

(2) Children's preferences of television viewing revealed the following highlights:

- comedy shows rate the highest among favourite programmes, and children almost unanimously enjoy shows that make them laugh.

- many children are watching television in the after-school hours; therefore, this needs to be a time slot of prime concern for network officials re: content.

- children tend to prefer animation to educational or variety programme formats. Perhaps more prosocial attitudes need to be conveyed in an animated form, although the cost of this method of production must be noted.

- many children find acts of human violence as portrayed on television "scary". This should provide additional reinforcement for the recommendations that unnecessarily violent programmes should not be shown at a time when children will be viewing, or they need to be accompanied by an explanation of the fantasy in which television violence is produced.

- children do learn from prosocial programmes, and this learning is often incidental; that is, it arises from programmes that are intended primarily for entertainment rather than those with a structured academic format. Thus, prosocial programming can be effective if it is encompassed in a format which, first, attracts the attention of the child, and, secondly, entertains him.

APPENDIX A

Summaries of Television Programmes

Introduction

There are several drawbacks to this survey which must be kept in mind. Firstly, this study was undertaken by members of the project who had no prior training in content analysis. Therefore, inter-observer reliability is debatable as several of the researchers found themselves being rather subjective. Secondly, after progressing into the survey, we found that the categories which we were using were too wide, and "qualifications" were added to definitions. For example, prosocial includes programmes which, in a more narrow classification system, would probably be classified strictly as educational (that is, in an academic sense). However, in the interest of time, we could not begin again with a new system.

The primary purpose for the inclusion of the following summaries of television programmes in this report is as an example of guides which could and should be developed on a permanent basis for parents in particular and the public in general. The categories which we used to define the programmes, that is, audience, content, and country of production, provide a basis for programme selection at a glance, whereas the description contains a more detailed and subjective account of the programme.

Definitions of Categories

Country of Production:

Can. - Canada
U.S. - United States
G.B. - Great Britain
Ger. - Germany
Eur. - Europe

Audience:

preschool - up to 6 years
6-12 years
adult - 13 years and up (teenagers are generally considered young adults; very few programmes are geared specifically for the teen audience; therefore, we have grouped them under adult)
family - all ages

Content:

prosocial - aiming towards the good (pro) of society (social)
violent - contains physical or mental acts of aggression
non-violent - not really violent but not really prosocial
not prosocial - " " " " " " "

NAME AND DESCRIPTION	COUNTRY OF PRODUCTION	AUDIENCE	CONTENT	TIME
ABC News - Howard K. Smith - national news; informative.	U.S.	family	prosocial	Mon - Fri 6:30 - 7:00 pm
ABC Sports - tennis, bowling, football.	U.S.	family	prosocial	Sunday 1:00 - 7:00 pm
About Anything - political talk show; good programme.	Can.	adult		Monday 7:00 - 7:30 pm
Across the Fence - varied information from Government departments. Sponsored by U.S. Dept. of Agriculture. Interviews, film inserts. Interesting for farmers.	U.S.	adult	prosocial	Saturday 6:30 - 7:00 pm
Adam 12 - police drama; aggression when police overpower criminals: 3 incidents in one show.	U.S.	adult		Mon - Fri 4:30 - 5:00 pm
Addams Family - based on a family much like that out of a Frankenstein film; situation comedy and slapstick.	U.S.	6 - 12 yrs	not prosocial	Mon - Fri 4:00 - 4:30 pm
Adventures in Digital Dialing - phone-in talk show:	Can.	adult		Wednesday 7:30 - 8:00 pm
The Adventures of Timothy Pilgrim - fiction drama; educational.	Can.	6 - 12 yrs	prosocial	Saturday 9:15 - 9:30 am
The Africa File - basic theme was re-estebiishment of African identity, specifically in former French Senegal; outlining political, sociological and materialistic aspects of emerging independent state. Shows views of Mosques, homes, industry. Very educational and informative.	Can.	family	prosocial	2:00 - 2:30 pm TVO
Agape - religious variety show.	Can.	adult	prosocial	Sunday 7:00 - 7:30 am

Agriculture U.S.A. - guest panel; 4H Club members; opinions of dairy farmers and feed distributors.	U.S.	adult but limited audience	prosocial	Saturday 7:00 - 7:30 am
Agronsky and Company - group discussion on current affairs throughout the world; informative, a very good show.	U.S.	adult	prosocial	Saturday 7:30 - 8:00 pm
Album TV - news in Italian.	Can.	family		Sunday 12:00 - 12:30 pm
Album TV - Italian program on music and festivals of Italy.	Can.	family	prosocial	Sunday 12:30 - 1:00 pm
All in the Family - comedy show; portrayal of typical (?) American family; themes of racial prejudice, sex, male chauvinism, trust, generation gap; contains verbal aggression ie. sarcasm, criticism, argument.	U.S.	family		Mon - Fri 3:00 - 3:30 pm
All My Children - daytime drama; beginning theme (Christmas) was very prosocial but then faded to a motherly group of characters, with all kinds of problems.	U.S.	adult		Mon - Fri 12:30 - 1:00 pm
Amazing World of Kreskin - Kreskin performs card tricks, does blindfold act, talks quite knowledgeably; has a few members of the audience participate; boring for this viewer.			prosocial re: magician context	Saturday 6:00 - 6:30 pm
American Bandstand - entertaining; participation of teens dancing to popular music; good.	U.S.	teenage	prosocial	Saturday 12:30 - 1:30 pm
Ancaster Images - information and news.	Can.	adult		Friday 7:00 - 7:30 pm
Another World - soap opera; hard to follow unless watched day to day.	U.S.	adult		Mon - Fri 3:00 - 4:00 pm

Antiques - mainly American Glass by Stiegel and Locke; very good programme.	U.S.	family	prosocial	Friday 6:30 - 7:00 pm
Arcobaleno Italiano - news and events (world wide and local) of interest to Italians.	Can.	family	prosocial	Sunday 2:30 - 3:00 pm
Art of Cooking - theme: French Cuisine; educational; adult host prepared torte cake and tips about cooking.	Can.	adult	non violent	Mon - Fri 11:00 - 11:30 am
Artscene - the art form discussed was "Equirs, a play depicting a boy's madness and strange dark love of a horse." Discussion of myths etc; interesting.		adult		Monday 7:00 - 8:00 pm
As the World Turns - soap opera; themes of manipulation of people, hospitals, family life, divorce, marriage, death, mystery; contains altruism, sympathy/ explaining feelings.	U.S.	adult		Mon - Fri 1:30 - 2:30 pm
L'Atelier Des Pissenlits - puppets; 1 male host, 1 female hostess; all French content; not able to understand.	Can.	pre-school		Saturday 11:30 - 12:00
Banana Splits & Friends - cartoons; pet segment.	U.S.	3 - 12 yrs		Saturday 7:30 - 8:00 am
Barbary Coast - detective drama; crime and police syndrome.	U.S.	adult	violent	Friday 8:00 - 9:00 pm
Barney Miller - police comedy; featured aggression (poisoning), altruism, and sympathy. Dealt with mafia, homosexuality and dope peddling; funny show makes fun of cops.	U.S.	adult		Tuesday 7:00 - 7:30 pm
Basic Sports Skills - playground with bars, ladders, rings, ropes and geodetic dome. Instruction explains different body movements and exercises. The child participants were really enthusiastic; first class show.	Can.	4 - 10 yrs	prosocial	1:45 - 2:00 pm TVO

Batman - based on comic strip super-hero. Criminal constantly attempts to do away with Batman and Robin; much aggression; unacceptable for young children.	U.S.	6 - 12 yrs	violent	Mon - Fri 4:30 - 5:00 pm
The Bay City Rollers - entertaining; guests; pop group from Britain.	G.B.	teenage		8:00 - 9:00 pm (special)
Beat the Champ - bowling for money; very dull, unless you enjoy bowling.	U.S.	adult		Saturday 2:00 - 3:00 pm
Betty and Friends - guests, crafts, segment on toys; good for this time of year; hostess "nice".	Can.	adult		Mon - Fri 11:00 - 11:30 am
Beyond the Planet of the Apes animated; 3 humans and ape friends.	U.S.	6 - 12 yrs		Saturday 11:00 - 11:30 am
Big Blue Marble - educational; jokes, pen pals, puppets; show interviews boys in Denmark, Columbia and China; excellent show.	Can.	5 - 12 yrs	prosocial	Saturday 10:00 - 10:30 am
Big Money TV Bingo - TV bingo game; low budget; proceeds go to charity.	Can.			Saturday 6:00 - 6:30 pm
Bingo on Global - small prizes.	Can.	bingo fans		Saturday 7:30 - 8:00 pm
Biology and Twentieth Century Man - educational; different surveys of biology topics.	Can.	family	prosocial	Sunday 2:30 - 3:00 pm
The Bionic Woman - science fiction drama - natural parts in body are replaced by artificial ones; sequel to $6 Million Man; one instance of aggression; themes of family love, concern for others.	U.S.	6 yrs - adult	more prosocial than violent	Tuesday 7:30 - 8:30 pm

Black Perspective on the News - dealing mainly with black theme; informative and enlightening; panel type show.	U.S.	family	prosocial	Saturday 6:30 - 7:00 pm
Blood and Sand - movie; a number of violent episodes - bull-fighting; can't be classified as prosocial in Canada but located in Spain where bull-fighting is part of "culture".	U.S.	adult	not prosocial	3:30 - 6:00 pm
The Blue Knight - police drama. This week: "Cop Killer" - deranged ex-convict, hires a professional killer to carry out revenge. Joseph Wambough wrote the novel "Blue Knight". He was hired as producer/writer for the television 4-part programme (now expanded to a series). Says he was disgusted by television executives and broadcasters who kept asking him for blood and violence because it sells. Violence in 5 scenes. A few scenes of police humanity.		adult	violent	Wednesday 7:30 - 8:30 pm
Bob Harrington - Chaplain of Bourbon Street - religion.	U.S.	adult	prosocial	Sunday 9:30 - 10:00 am
Bob McLean Show - talk show; U. of T. professor discussed origin of Christmas carols.	Can.	adult	prosocial	Mon - Fri 12:00 - 1:00 pm
Bob Newhart - situational comedy.	U.S.	family	prosocial	Friday 7:30 - 8:00 pm
The Bobby Vinton Show - variety entertainment - singing, humour.	Can.	adult		Tuesday 7:00 - 7:30 pm
Bolek et Lolek - animated story of two little boys who get into trouble but receive appropriate rewards and punish-ments.	Can.	3 - 5 yrs	prosocial	Sunday 12:15 - 12:30 am
Bonanza - Western; acts of both aggression and altruism; violence however is more prevalent; typical "Shoot-em-up" show.	U.S.	family	violent	Mon - Fri 5:00 - 6:00 pm

Book Beat - discussion of books to read; interesting guests.		adult		Saturday 3:30 - 4:00 pm
Bowling for Dollars - a good program in that people could watch their families on TV; completely harmless.	U.S.	family	prosocial	Saturday 7:00 - 7:30 pm
Brady Bunch - variety of family situations; doing something for someone else, altruism, reparation for bad behaviour, sympathy/ explaining feelings.	U.S.	family	prosocial	Mon - Fri 5:30 - 6:00 pm
Bugs Bunny & Friends - dog uses hatchet to kill Daffy Duck; animal character superior to human; animal baked in oven but gets out and is OK; baseball sequence; opposing team batters all members with bat; human depicted as cruel (he was); Bugs returns the favour - is out to get him; no one dies - all bounce back.	U.S.	6 - 12 yrs if any	violent	Saturday 7:30 - 8:30 am
Building a Decent Future - profile on black communication; activities for black pensioners in Buffalo.	U.S.	adult		Sunday 12:30 - 1:00 pm
By the People - topic was literacy of Americans; 2 guests from "The Literacy Volunteers of America"; informative show.	U.S.	adult	prosocial	Sunday 1:00 - 1:30 pm
Call 17 - phone-in show; informative; dealt with pros and cons of capital punishment in U.S.; good program.	U.S.	family	prosocial	Wednesday 7:00 - 7:30 pm
Calling All Kids - cartoons, crafts and group participation; similar to Circle Square; good.		3 - 8 yrs	prosocial	Saturday 9:30 - 10:00 am
Calling Captain Consumer - educational; theme was agreements; read contract, check for false advertising.	Can.	5 - 12 yrs		Saturday 11:20 - 11:30 am
Camera on Canada - educational.	Can.	6 - 12 yrs	prosocial	Sunday 8:00 - 8:30 am

Camera Three -	U.S.	adult	prosocial	Sunday 11:00 - 11:30 am
Canada A.M. - information and opinions; news and current events; human interest segment.	Can.	adult	prosocial	Mon - Fri 7:00 - 8:30 am
Canadian Calvalcade - series of short documentary films on Canadian life and culture. Today: logging contest and diving for sunken treasure off maritime coast; educational.	Can.	family		Mon - Fri 12:00 - 12:30 am
Canadian College Sports - competition sport among Canadian Universities. Today: swimming, and diving relays.	Can.	family		Saturday 2:00 - 4:00 pm
Canadian Figure Skating Championships - tension and cheers for the favourites; sympathy and shock if they fall down.	Can.	family	prosocial	2:00 - 5:00 pm (special)
The Canadian West - interesting; educational; well put together.				3:00 - 3:30 pm (special)
Cannon - detective adventure.	U.S.	adult	violent	Tuesday 8:30 - 9:30 pm
Captain Kangaroo - entertainment plus! The Captain's place is warm and friendly, filled with friendly people and puppet characters. The mood was relaxed, singing emphasized as background throughout show and characters also sang stressing love and support, happy times in the lyrics. Learning experiences also integrated through habits and habitat of the Bengal Tiger done through film and song. Mynah birds - Captain explains while showing real bird; also how to spell mynah! I found no fault anywhere with this program.	U.S.	preschool	prosocial	Mon - Fri 7:00 - 8:00 am

Carol Burnett - variety; comedy; does not exhibit good moral examples for children to follow; not good for very young children.	U.S.	family	non-violent	Thursday 8:00 - 9:00 pm
Cartoon Playhouse - animated cartoons; program content: (1) Wizard of Oz (2) Pinnochio (3) Drawing Board; violent aggression was present, but just reparation and altruism counterbalanced the anti-social effects.		children	prosocial	Mon - Fri 6:30 - 7:00 am
Calvalcade - show consisted of International Curling Match: Can. vs Sweden; good; entertaining.	Can.	all ages	prosocial	Saturday 10:30 - 11:00 am
CBS Morning News - world and U.S. happenings. That day: siege of I.R.A. members in London, who were holding 2 hostages were shown. Marksmen with guns shown through film.	U.S.	adult	non-violent	Mon - Fri 8:00 - 9:00 am
CBS News - Walter Cronkite - informative; deals with current events all over the world, weather and sports.	U.S.	family	prosocial	Mon - Fri 7:00 - 7:30 pm
CBS Religious Special - educational; coverage of meeting of Church Assembly.	U.S.	adult	prosocial	Sunday 10:00 - 10:30 am
CBS Saturday Evening News - newscast.		adult		Saturday 6:00 - 6:30 pm
CBS Sports Presents - Canadian Curling Classic - competition curling among top Can. and U.S. clubs.			non-violent	4:00 - 5:00 pm (special)
CBS Sports Spectacular - tennis challenge of the sexes. Obstacle Course - Bob Senger and Wymin Tyers, he won. Boxing: Ken Norton vs Pedro Rovell - boxing seems aggressive always.		family		Saturday 5:00 - 6:00 pm

Celebration - religion singing; definite religious message throughout program.	Can.	adults		Tuesday 7:30 - 8:00 pm
Celebrity Cooks - Bruno Gerussi (host) and one guest, who cooks an original dish.	Can.	adults	prosocial	Mon - Fri 3:30 - 4:00 pm
Celebrity Dominoes - game show; 1 host - 2 contestants.	Can.	adult	non-violent	Mon - Fri 2:00 - 2:30 pm
Celebrity Know Your Sports - quiz show. Two teams compete against other and each team is coached by a well-known sports figure. Film clips are shown and questions are asked - total point winner. Informative show for sports fans.		adult		7:30 - 8:00 pm
Celebrity Sweepstakes - game show; entertaining to informative; Hollywood stars vs guest.	U.S.	adult	prosocial	Mon - Fri 10:00 - 10:30 am
Championship Wrestling - even though fake, kids probably wouldn't realize that.	U.S.	adult	violent	Saturday 3:00 - 4:00 pm
Changing Jobs - informative; instructional; dealt with the job situation in U.S.; very good; people-oriented.	U.S.	adult	prosocial	Wednesday 6:30 - 7:00 pm
Charisma - religion.	U.S.	adult	prosocial	Sunday 11:00 - 11:30 am
Charro - a Western movie - hero was Elvis Presley. Senseless plot which relied on dreadful scenes, brutal and sensational ie. - branding Elvis across the neck. Shootings, punching, threats. Explicitly detailed on show to put dynamite, fuse etc. together to use for cannon. Mass slaughter of soldiers and the only survivor shot point blank range.			violent	8:00 - 10:00 pm
Check and Mate - same as "Echec au Roi" only in English.				Sunday 4:15 - 4:30 pm

Cher - promotes poor moral principles; singing and comedy sketches done by cast and special guest cast. Host: Cher Allman.	U.S.	adult	anti-social for kids	Sunday 8:00 - 9:00 pm
Chico - drama; mental and physical conflict existing throughout; adult gangsters vs. innocent kids; arranged in a serial series.	G.B.	6 - 12 yrs	anti-social	10:30 - 10:45 (TVO)
Chico and the Man - entertaining; Chico practices hypnosis with humourous results; a good show.	U.S.	family	prosocial	Friday 8:30 - 9:00 pm
Chin Sport - Italian.				Sunday 12:30 - 1:00 pm
Christopher Close-Up - educational; sign language for the deaf; looking at people who shape history.		adult	prosocial	Sunday 6:30 - 7:00 am
Church Service - religious.	Can.	family	prosocial	Sunday 11:00 - 12:00 am
Church Today - religion.	Can.	adult	prosocial	Sunday 11:00 - 11:30 am
Circle Square - featuring Ruby Peckford, Glen Rutledge and Circle Square gang; theme of laziness incorporated in all parts of the programme; different segments - film-strip, cooking, crafts, story, songs, humour, puppet; fast paced; child participation.	Can.	8 - 10 yrs	prosocial	Saturday 8:00 - 8:30 am
City Classified - good program; job vacancies, house rentals, items for sale; general discussion including "Whats on in Toronto".	Can.	adult		Mon - Fri 11:30 - 12:00 am
City Lights - Opera singer guest Maureen Forrester talks of career, husband and children; pleasant; humourous.	Can.	adult	prosocial	Mon - Fri 11:30 - 12:00 am
College Basketball - competitive sports, live coverage.	U.S.	family		Sunday 2:00 - 4:30 pm

Coming up Rosie - slapstick situation comedy; poor production: very childish attempt at comedy.	Can.	8 yrs - adult		Mon., Wed., Fri 4:30 - 5:00 pm
Commander Tom Show - host has very little to do. Flintstones rather inane. Leave it to Beaver: American family life; nostalgic look at how it was; good humourous show; sympathy and altruism.	U.S.	6 - 12 yrs	prosocial	Mon - Fri 3:30 - 4:30 pm
Communique - hi-lights activities in Toronto: museums, galleries, clubs, meetings etc.; excellent host rapport; informative programme.	Can.	all ages	prosocial	Mon - Fri 12:45 - 1:00 pm
Community Trades - trade, buy and sell; community participation.				Monday 7:30 - 9:00 pm
Concentration - game show; could interest preteen because test memory skills and word symbols, phonetics; entertaining; hidden advertising for prizes in show.	U.S.	adult		Mon - Fri 1:00 - 1:30 pm
Consumer Survival Kit - informative, instructive program dealing with banking. Featured quiz segments to test your knowledge and used comedy satire to demonstrate certain points. A very interesting and worthwhile program for adults to watch.	U.S.	adult		8:30 - 9:00 pm (special)
Contact - talk show; John Corbeth, host; Betsy Palmer guest. Variety of topics each day.	U.S.	adult		Mon - Fri 4:00 - 4:30 pm
Coronation Street - daytime serial on life in British working class neighbourhood.	G.B.	adult		Tues, Thurs 1:30 - 2:00 pm
Corporation - stories of the making and breaking of corporations.	Can.	adult	prosocial	Saturday 7:30 - 8:00 pm

Courageous Cat and Minute Mouse - basic theme of good vs. evil; depicts violence in the course of justice' cheap cartoons' poorly done.		3 - 8 yrs		Mon - Fri 7:30 - 8:00
Courtship of Eddie's Father - father and son have good relationship.	U.S.	family		Saturday 12:00 - 12:30 pm
Cover to Cover - book review using illustrations and telling part of the story.	Can.	3 - 8 yrs	prosocial	Mon - Fri 9:30 - 9:45
Crime Desk - excellent; produced by police dept; community involvement.				Tuesday 6:30 - 7:00 pm
Crossroads - religious variety show.	Can.	adult	prosocial	Sunday 8:00 - 8:30 am
CTV Sports - figure skating championships; good explanation of technical effort with reply.	Can.	family	prosocial	2:00 - 5:00 pm (special)
Cucumber - variety show	Can.	6 - 12 yrs.		Saturday 9:30 - 10:00 am
Dale Harney Show - featuring Dale Harney the magician and studio audience of children; mixture of magic tricks with games done by children' also jokes and It's a Fact education inserts; portrays notion of competition, winning.	Can.	6 - 12 yrs.		Saturday 8:30 - 9:30 am
Dance On - excellent from the participation point of view.		teenagers		Monday 8:30 - 9:00 pm
David Susskind - talk show	U.S.	adult	prosocial	Sunday 2:00 - 4:00 pm
Day of Discovery - religious variety show.	U.S.	adult	prosocial	Sunday 7:30 - 8:00 am
Days of Our Lives - soap opera; mental aggression involved; story hard to follow unless watched every day; I counted 16 characters.	U.S.	adult		Mon - Fri 1:30 - 2:30 pm

The Deaf Hear - Roman Catholic talk show.	U.S.	family	prosocial	
Definition - game show that is interesting and gets your mind involved: can teach children words and phrases.	Can.	adult		Mon - Fri 1:30 - 2:00 pm
Designing Women - informative; hobbies, sewing.	U.S.	adult		Tuesday 3:00 - 3:30 pm
Dialing For Dollars - talk show; host phones out asking for amount in jack pot and the count; baking segment; participation of audience; music; announces community activities; exercise segment.	U.S.	adult		Mon - Fri 8:55 - 10:00 am
Dick Van Dyke - good content.	U.S.	6 yrs to adult	prosocial	Mon - Fri 1:00 - 1:30 pm
Dinah - talk show with D. Shore (guest) and film clips, singing; more entertainment than information.	U.S.	adult	prosocial	Mon - Fri 9:00 - 10:00 am
Directions - religious.		adult	prosocial	Sunday 7:00 - 7:30 am
Doc - sit com.; weekly series: "Doc" is older, more human, quite witty. The episode viewed was about Doc getting $300 a week for being medical advisor to a soap opera. Explanation of soap opera involved: "So much happens on that show, divorce, incest, death. I guess people just want to be entertained"; sex scenes were a little heavy in "soap opera".		adult	not violent	Saturday 8:30 - 9:00 pm
The Doctors - emotional aggression; story hard to follow unless watched day to day.	U.S.	adult		Mon - Fri 2:30 - 3:00 pm
Dominico Sport - Italian.				Sunday 12:00 - 12:30 pm

Donny & Marie Osmond - variety.	U.S.	family	prosocial	Friday 8:00 - 9:00 pm
Dossier Afrique -				1:00 - 1:30 pm (TVO)
Double Exposure - game show; 2 contestants try to guess the name of a star; prizes not very valuable compared to U.S. game shows; low budget.	Can.	adult		Mon - Fri 1:00 - 1:30 pm
Dr. Kildare - old-old-old; frustrations of interns and resident.	U.S.			Thursday 2:30 - 3:30 pm
Echic au Roi - tips on how to play chess spoken in French.	Can.	family	prosocial	Sunday 2:00 - 2:15 pm
L'Ecole Active - educational; re: changes in the school system and children's reactions (spoken in French).	Can.	adult	prosocial	TVO
Ecumedia News - news.	U.S.	adult	prosocial	Sunday 7:00 - 7:30 am
Edge of Night - daytime drama; lots of tension and worried expressions; no one is really happy.	U.S.	adult		Mon - Fri 11:00 - 11:30 am
Education of Mike McManus - educational; interview of guests.	Can.	adult	prosocial	Mon - Fri 7:30 - 8:00 pm
Elans d'Athletes - sports.			prosocial	Saturday 12:30 - 1:00 pm
The Electric Company - Children's Television Workshop; educational (learning phrases and words).	U.S.	7 - 8 yrs	prosocial	Sun - Sat 4:30 - 5:00 pm
Ellery Queen - good show; violence was omitted; primarily a det ective solving-type mystery.	U.S.	family	prosocial	Sunday 8:00 - 9:00 pm

Emergency - conflict: girl falls in gymnastic event - father pushing to Olympics drives on too early and injured again; fire on pier; unreal concept of (nursing) profession.	U.S.	adult	not violent	Saturday 8:00 - 9:00 pm
Emergency plus 4 - cartoons; aggression and reparation.	U.S.	5 yrs to adult		Saturday 8:00 - 8:30 am
Employment File - job opportunities in border area.	U.S.	adult		Mon - Fri 6:55 - 7:00 am
Encounter - talk show.	U.S.	adult	prosocial	Sunday 9:30 - 10:00 am
Entire News - French.				Thursday 7:00 - 7:30 pm
Excuse My French - comedy; features laugh track, and poor acting; a cheap programme.	Can.	adult		Thursday 7:30 - 8:00 pm
Experience of Music - programme ran from rock and roll to Bethoven; audience reacted very favourable and I liked it too!	Can.	all ages	prosocial	Friday 8:00 - 9:00 pm
Eyewitness News - news for Buffalo area.	U.S.	family	prosocial	Mon - Fri 6:00 - 6:30 pm
Face the Nation - educational; political talk show.	U.S.	adult	prosocial	Sunday 11:30 - 12:00 pm
A Family at War - human conflict; Second World War Liverpool family; house hit by bomb, fire put out - family co-operation. Sons leaving home; daughter's husband lost; mother and father in upset state.	G.B.	adult	prosocial	Sunday 8:00 - 9:00 pm
The Family Finder - interviews children who are in foster homes but who need adoptive families - children are ages 1 - 8 years.	Can.	adult	prosocial	Saturday 7:00 - 7:30 am

Family Theatre - The Last of the Mohicans; 100 year war and conflict between Indian tribes Delaware vs. Huron. Seemed very realistic. Featured an Indian attack in which many Indians killed or wounded. Killing was not glorified. A good series.	G.B.	adult		8:00 - 8:30 pm (special)
Fantastica - mime to tell a story - good for encouraging children to use their imagination and to learn to follow a story without the words or without being told what's happening.	Can.	6 - 12 yrs	prosocial	Saturday 7:30 - 8:00 am
Farm News - difficulties in farming today; general interest; educational; consumer information.	U.S.	8 yrs to adult		Saturday 7:00 - 7:30 am
Far Out Space Nuts - theme of good vs. evil. Live action with adults. Depicts aggression and altruism. Different and not bad.		6 - 12 yrs	semi-violent	Saturday 11:00 - 11:30 am
Fat Albert and the Cosby Kids - All black show. Funny! Animation; Bill Cosby in person; gives opinion on how the group are thinking, helps children understand what is right, and wrong. Teaches morals. Song at end emphasises "Just as long as you try, its not easy, but you can make it if you try". Very good.	U.S.	family	prosocial	Saturday 12:30 - 1:00 pm
Father Meehan - religion; variety show; Roman Catholic Church.	Can.	adult	prosocial	Sunday 7:30 - 8:00 am
F.D.R. Series - educational history; consists of old film sequences, interviews; one programme from a series; talks about war-shows killing and bombing - not portrayed as noble however.	U.S.	adult		Saturday 5:30 - 6:00 pm

Festival Portuguese - variety.	Can.	family	prosocial	Sunday 10:00 - 11:00 am
A Filler - an interesting short piece. Police attend schools, parks and give seminars on bicycle riding and repair; good; informative.	Can.		prosocial	10:55 - 11:00 (TVO)
Film Fair Festival - movie - "Picadilly 3rd Stop" - movie with a theme of everyone for himself and crime does not pay. There was murder, threats, robbery, gambling, adultery, smuggling, seduction. Everyone was greedy, sinful persons with no goal in life. All people in movie were crooked and by the end of the movie all were dead.		adult	violent	Sunday 1:00 - 2:45 pm
Firing Line - talk show; host: Wm Buckley; political.	U.S.	adult	prosocial	Sunday 12:00 - 1:00 pm
First Air Mail in Canada - actual film footage (with dubbed narrative) of planes carrying first regular trans-Canada air-mail service; good. (NFB)	Can.	all ages	prosocial	1:25 - 1:30 pm (TVO)
First Team News - current affairs; informative; weather and sports.	U.S.	family	prosocial	Mon - Fri 6:00 - 7:00 pm
Flintstones - theme is to do what you are told; Fred yells a lot and throws temper tantrums; shows wrestling on TV - contestants bash each other over head; some altruism, explaining of feelings.	U.S.	2 - 12 yrs	violent	Mon - Fri 4:00 - 4:30 pm
Folklore TV Club - present Yugoslovian singing, dancing, news.	Can.	family	prosocial	Sunday 4:30 - 5:00 pm

Follyfoot - drama, resolving human conflict; family on horse farm to take in child with problems from reform school - creates different family relationships; well worked out.	G.B.	family	prosocial	Sunday 6:00 - 6:30 pm
The Forest Rangers - a group of children (50's or early 60's); some suspense, control of aggression; pretty good.	Can.	8 yrs. to adult	prosocial	Mon - Fri 4:00 - 4:30 pm
Francais Superieur - educational; studies aspects of French life, eg. art.	Can.	adult	prosocial	Sunday 12:30 - 1:00 pm (TVO)
Francis au Poys des Grands Fauves - nature films; documentary.			prosocial	Saturday 2:00 - 2:30 pm
Francis aus Paradis Perdus -			prosocial	Saturday 12:00 - 12:30 pm
Fraser Kelly Report - talk show and discussion. Today: Trudeau's economic policies. Shows are centred around business and economics.	Can.	adult	non-violent	Sunday 6:00 - 6:30 pm
French Puppet Program - (not exact name); educational - teaching young children "French" language through singing, puppets, craft segment and a drawing segment; male host and female hostess.	Can.	5 - 8 yrs		10:20 - 11:00 am (TVO)
Friday Mystery Movie - McMillan and Wife - comedy; cops and robbers show. Features a husband (police commissioner) and wife team. Show dealt with the smashing of a dope ring which was centered in a hospital. Five acts of aggression including two murders. Also showed altruism and sympathy and reparation for bad behaviour. Ended happily. Good entertainment as combines fine comedy and determined courageous police tactics.		adult		Friday 7:00 - 9:00 pm

Friendly Giant - format is comprised of music and singing; puppets involved (giraffe and rooster) and host; friendly giant.	Can.	3 - 10 yrs	prosocial	Mon - Fri 8:30 - 8:45 am
Friends of Man - documentary on greyhounds.	U.S.	family	prosocial	Monday 7:00 - 7:30 pm
From the Skin Out - news.				2:30 - 3:00 pm
Front Page Challenge - panel discussion; educational. Guests are figures currently in the news. Somewhat similar to Under Attack only with no audience participation.	Can.	adult		Monday 8:30 - 9:30 pm
The Frontier Collection - talk show concerning old Western days. Topic was mining and coal mining disasters in Western Canada. Good information show.	Can.			4:30 - 5:00 pm (special)
The Funny Farm - very poor from all angles.				Wednesday 7:30 - 8:00 pm
Galloping Gourmet - Graham Kerr: host; cooking and talk; quite witty at times. I enjoyed it.	Can.	adult		Mon - Fri 11:00 - 11:30 am
Gambit - game show; theme of greed and gambling; hidden advertising for prizes in show.	U.S.	adult		Mon - Fri 11:00 - 11:30 am
Garner Ted Armstrong - religion	U.S.	adult	prosocial	Saturday 10:30 - 11:00 am
General Hospital - daytime drama; some warm moments with children and mother; switch to hospital: I was lost.	U.S.	adult		Mon - Fri 3:00 - 3:30 pm
George and Diane Ivey Show - religion.	U.S.	adult	prosocial	Sunday 10:30 - 11:00 am
George Anthony with ... - Interview program.		adult	prosocial	Saturday 5:30 - 6:00 pm
George Hamilton IV - country and western.	Can.	adult	prosocial	Friday 7:00 - 7:30 pm

Ghost Busters - similar to "Far Out Space Nuts" but dealing with two detectives looking for ghosts and witches.				Saturday 11:30 - 11:58 am
Gidgets and Gadgets				Friday 6:00 - 6:30 pm
Gilligans Island - very entertaining; humourous.			prosocial	Mon - Fri 4:30 - 5:00 pm
Global Mystery Theatre - "The Yellow Rose" - western; beating up of two women - one very badly by man who gets murdered with a pair of scissors. Lots of guns, hard drinking men, corruption of the judge and jury etc. Tender feelings expressed by hero to women.			violent	Monday 7:30 - 9:30 pm
Global Newsweek - informative; film inserts: Chou-En Lai, Ireland.	Can.		prosocial	Sunday 5:30 - 6:00 pm
Going Places - game show where two couples compete for free travel miles. If they answer correctly, they win more miles.			prosocial	Wednesday 8:30 - 9:00 pm
Good News - talk show with film insert and guest; Christian Love changing lives.	U.S.	adult	prosocial	Sunday 2:00 - 2:30 pm
Good Times - sit. comedy; JJ to be married, finds out girlfriend on drugs.	U.S.	family	prosocial	Monday 7:00 - 7:30 pm
Gospel Sing - a religious show: Church of Nazarene - singing.	Can.	family	prosocial	Sunday 2:00 - 2:30 pm
Gospel Singing Time - Christian music; Host: C. Shillington; Nashville type groups.	Can.		prosocial	Sunday 5:00 - 5:30 pm
Grady - good comedy all-black show featuring altruism, sympathy and reparation for bad behaviour.		adult	prosocial	Thursday 7:00 - 7:30 pm

Groovie Goolies - animation - ghoul characters - ie. Frankenstein type, Dracula, etc. A mindless program, really poor. Characters could frighten a person because of faces.	U.S.	6 - 12 yrs		Saturday 10:30 - 11:00 am
Guess What - today: fossils and dinosaurs using models, comparisons, pictures, and songs; adult host was easy to listen to and explained things clearly; educational.	Can.	6 - 12 yrs	prosocial	9:20 - 9:30 am (TVO)
The Guiding Light - soap opera; themes of hospital, family life, illegitimate children; contains altruism, sympathy/explaining feelings.	U.S.	adult		Mon - Fri 2:30 - 3:00 pm
Guppies to Groupers - explains what different species of fish are compatible in same tank and gives a run-down on appearances and habits of various types of fish. Also explains proper aquarium care. Good programme.	U.S.	all ages	prosocial	Saturday 1:00 - 1:30 pm
Happenings - community programme.				Thursday 6:30 - 7:00 pm
Happy Days - comedy show based on exciting 50's period; featured acts of altruism and sympathy; good and funny show with subtle messages; happy endings always.		family	non-violent	Tuesday 8:00 - 8:30 pm
Harlem Globetrotters Popcorn Machine - comedy show with jokes and situation comedy; featuring the Harlem Globetrotters.	U.S.	6 - 12 yrs	prosocial	Sunday 9:30 - 10:00 am
Harry Bushwackers Helping Hands - comedy; fair; not amusing.				12:00 - 12:30 pm

Hatha Yoga - exercise show specializing in Yoga.		adult		Mon - Fri 8:00 - 8:30 am
Hazel - portrays family life with its problems and solutions; consistent theme is family love.	U.S.	family	prosocial	Saturday 11:30 - 12:00 am
Headline Hunters - game show with history theme.	Can.	adult		Monday 7:30 - 8:00 pm
Hee Haw - music and comedy - country.	U.S.		prosocial	Saturday 7:00 - 8:00 pm
Helen - A Woman of Today - theme of series is search for identity of a young wife and mother; sympathy; explaining feelings; one segment in a series.	G.B.	adult	prosocial	8:00 - 9:00 pm (TVO)
Here and Now - informative; topic: need in U.S. for education year round. Good show.	U.S.	family	prosocial	Sunday 6:30 - 7:00 pm
Hi Diddle Day - all puppets; theme: Granny goes for a sub ride; educational for child; theme centered around co-operation.	Can.	2 - 10 yrs	prosocial	Monday 5:00 - 5:30 pm
High Rollers - game show; hostess rolls dice - two contestants; one who answers correctly control dice; prizes range from $50. to automobiles; good entertainment.	U.S.		prosocial	Wednesday 7:30 - 8:00 pm
Hillarious House of Frightenstein - poems, grammar, simple science, pet segments, characters try to make fun of "monsters". Programme fast moving.	Can.	5 - 12 yrs	prosocial	Mon - Fri 6:00 - 7:00 am
The Hisey House of Song - country Christian musical; vocalists and instrumental solos.	Can.	family	prosocial	Sunday 4:00 - 4:30 pm

History of Civilization - in French; history of Japanese culture.		adult		11:15 - 11:30 am
Hobbytime - crafts and hobbies but too complicated for a child; hostess was Jane Gray.	Can.	adult	prosocial	Saturday 11:30 - 12:00 am
Hockey Night In Canada - Hockey Game.				Saturday 8:00 - 10:30 pm
Hodge Podge Lodge - dealt with recycling of cans and bottles as opposed to littering; weighting used tires and putting in ocean to shelter smaller fish against predators - preservation of species; encouraging planting of trees programme in deforested areas - example of ecology; outstanding and informative programme.	U.S.	pre-school to teens		Saturday 8:30 - 9:00 am
Hogan's Heroes - discriminatory towards Germans.			semi prosocial	Mon - Fri 5:00 - 5:30 pm
Hollywood Squares - game show; Hollywood stars are guests; entertainment and interesting.	U.S.	adult	prosocial	Mon - Fri 11:30 - 12:00 am
Horoscope Dollars - game show; loud and has very little to do with horoscopes; phone-out show.		adult	prosocial	Mon - Fri 11:30 - 12:00 am
Horoscope Fortune Bingo - very poorly produced game show; obviously operates on an extremely tight budget.	Can.	adult		Mon - Fri 2:00 - 2:30 pm
Hour of Power - religion.	U.S.	adult	prosocial	Sunday 11:30 - 12:30 am
Howard Cosell - entertaining; numerous guests, singers, comedian, and dancers.	U.S.	family	prosocial	Saturday 8:00 - 9:00 pm
Hymn Sing - religious music; choir performance; stimulates participation with words written below.	Can.		prosocial	Sunday 4:30 - 5:00 pm

I Saw That - game show; contestants have to pick out specific points from a film clip to win points.	Can.	adult	non-violent	Mon - Fri 11:30 - 12:00 am
I Told You So - daytime serial; Scottish setting and accents.	G.B.	adult		Mon - Fri 2:00 - 2:30 pm
Identity - talk show with participating guests. Today: Bicentennial "Spirit of '76" - pros and cons. Guests were two black men, one girl - American Indian, and one man - Spanish American. Interesting.				12:00 - 12:30 pm
In Enemy Country - A war story is difficult to identify; could be prosocial - if your side won! World War II sky drama about French man blowing up factory in Germany.	U.S.			Sunday 1:00 - 3:00 pm
In Good Company - variety; talk, singing, education. Entertaining.	Can.	adult	non-violent	Monday 7:00 - 8:00 pm
In Private Life - talk show with films and guests.	Can.		prosocial	Sunday 7:30 - 8:00 pm
In Search of a Holiday - an informative travel type show.	Can.	family	prosocial	Sunday 4:00 - 4:30 pm
In the Eye of the Beholder - woman in art featuring series of paintings. Short segments.		adult		
In The News - dealt with the Loch Ness Monster. A mini-news capsule for children. Very good. Has educational value. Short segments.		6 yrs to adult		
In Touch - talk show; interesting today -topic: figure skating - guest Ellen Burka, world champion figure skater, coach, mother.	Can.		prosocial	Mon - Fri 1:00 - 1:30 pm
Inquiry - informative; examination of "State of Union" speech by Ford; good programme.	U.S.		prosocial	12:00 - 12:30 pm

Inside Albany - talk show; (interviews, film segment); state news sponsored by NY state capital banks.	U.S.		prosocial	1:00 - 2:00 pm
Insight - educational talk show.	U.S.	adult	prosocial	Sunday 6:30 - 7:00 pm
International Outreach - talk show with film, guest and music. Host: Elmer McVety; films on Africa and costume native dress.	Can.	adult	prosocial	Sunday 3:00 - 3:30 pm
Ironside - two persons are killed, two others involved in fight; much verbal aggression; leaves the viewer with a feeling of hate and distrust of other people; justice prevails in the end.	U.S.	adult	violent	Saturday 6:00 - 7:00 pm
Isis - theme of women can do anything. Live action; depicts aggression, altruism, and reparation.		6 - 12 yrs	non-violent	10:30 - 11:00 am
Issues and Answers - informative; good show.	U.S.	adult	prosocial	12:00 - 12:30 pm
Italian Panorama - Italian music.	Can.	family	prosocial	Sunday 10:00 - 12:00 am
Italian Variety				Sunday 1:30 - 2:00 pm
It is Written - religion.	U.S.	adult	prosocial	Sunday 9:30 - 10:00 am
It's A New Day - religious show; consists of interviews and singing segments.		adult		Mon - Fri 10:30 - 11:00 am
It's Academic - quiz game between schools; two high school teams battle for a win; questions, answers; fairly fast moving.		family		Saturday 7:00 - 7:30 pm

It's up to You - game show; gives information supplied by Consumer Affairs Department and is really funny. Sponsored by Ontario Government; entertaining.	Can.	family	prosocial	Sunday 7:00 - 7:30 pm
It's Your Move - charades - game show.	Can.		prosocial	Mon - Fri 10:00 - 10:30 am
Jane Goodall & The World of Animal Behaviour - animal documentary.	U.S.	family	prosocial	Sunday 7:00 - 8:00 pm
The Jefferson's - sit. comedy; black family, who are successful have a cleaning business. Their clothes, apartment, furnishings are notable for the higher economic status often not seen in the black setting. Quite funny; I laughed.		family		Saturday 8:00 - 8:30 pm
Jeremiah Johnson - movie - pioneer in mountains gets gun off dead man; meets old man who teaches him to survive; shoots elk; finds a family all shot but one boy and mother, takes boy with him; meets Indians; Chief makes him marry daughter; builds house in mountains; guides soldier through pass; Indian squaw and boy dead on return; fights Indians; violent fighting of Indians; violent aggressive acts but in context.	U.S.			Wednesday 7:30 - 9:30 pm
Jeremy - animated animal story; Christmas theme of doing things for others - altruism, sympathy/ explaining things.	Can.	pre-school	prosocial	Mon - Fri 11:30 - 12:00 am
The Jetsons - animation - space age family.	U.S.		prosocial	Saturday 12:00 - 12:30 pm

Jim Thomas - The Outdoorsman - sportsman show, featuring tuna fishing, duck hunting and trout fishing. Duck hunting was very violent. Appeal to hunters and fishers.		adult		Saturday 4:30-5:00 pm
Jimmy Swaggart - religious variety show.	U.S.	adult	prosocial	Sunday 8:00 - 8:30 am
Joe and Sons - a sit. comedy about a widower with two sons. Plot was very thin. The episode viewed was in questionable taste				7:30 - 8:00 pm
John Allan Cameron - variety music; theme is Nova Scotian music, some religious songs.	Can.	adult	prosocial	Tuesday 8:30 - 9:00 pm
John Lombardi - Italian - apparently news, music				Sunday 12:00 - 12:30 pm
Josie & The Pussycats - adventure animated program.	U.S.	6 to 12 yrs.		Saturday 8:30 - 9:00 am
Joyce Davidson - talk show - topic: Faith Healing; 2 guests - 1 Faith Healer, 1 Minister.	Can.	adult		Mon - Fri 1:30 - 2.00 pm
Jr. A. Hockey - sports				Sunday 10:00 - 12:00 am
Just For Fun - quiz show. Two groups of children each asked questions and points scored for correct answers. Very slow moving show except when contests occurred. (Bubble gum chewing). Informal set but production values are cheap.	Can.	6 - 12 yrs.	prosocial	Tuesday 5:00 - 5:30 pm
Kareen's Yoga - exercise programme; format consists of teaching exercise routines and proper dieting habits. A different part of the body is concentrated on each day.	Can.	adult female		11:00 - 11:30 am

Kathryn Kuhlman - faith healer.	U.S.	adult	prosocial	Sunday 8:30 - 9:00 am
Kid Komix - assortment of cartoons featuring Superman vs. evil, Batman and Robin, Q.T. Hush, etc.; has kidnapping, beatings and attempted murders; all criminals pay in the end.				Saturday 3:00 - 3:30 pm
Kidstuff - hosts and hostesses are 2 boys and 2 girls about 12 years old; adults are the characters; puppets, crafts, singing, filmstrips; spoof on adult things (ie. game show, Barbie).	Can.	6 - 12 yrs	prosocial	Saturday 10:00 - 11:00 am
Kirkland and Company - aimed at black community in Buffalo; informative.	U.S.	family	prosocial	7:30 - 8:00 pm
Kiwanis Bingo - game show; good.				Tuesday 7:30 - 8:00 pm
Kukla, Fran and Ollie - puppet type format with one human host. Puppets teach children through dialogue. Programme was smooth-flowing with some minor anti-social behaviour (eg. - one puppet reprimands the other by hitting him).	U.S.	6 - 12 yrs		Saturday 12:00 - 12:30 pm
Lancia And Bravo - Italian.				
Land of the Lost - three people stranded in this lost land where there are prehistoric animals; they live in a cave; trying to find a way home.	U.S.	6 - 12 yrs.		Saturday 10:00 - 10:30

The Last Ballot - educational. Based on the numerous ballots (9) required to break the deadlock between Jefferson and Beron for the U.S. presidency and the politicing and bickering behind the scenes. A pretty good show, with mediocre actors.	U.S.	family	prosocial	2:00 - 3:30 pm (special)
Latin Authors - subject: Catallus: A Labyrinth of Pleasure.		all ages	prosocial	1:00 - 1:25 pm (TVO)
Lawrence Welk - entertainment; variety - songs, musical instruments, dance, participation (audience can get up and dance), choreography excellent; easy-going - smoothes nerves.	U.S.	adult		Saturday 7:00 - 8:00 pm
Leave it to Beaver - sit. comedy; explanation of feelings occurred 3 times.	U.S.	family	prosocial	Mon - Fri 4:00 - 4:30 pm
Left, Right, or Center - interview programme; discussion on blood; slow moving.		adult		Tuesday 10:00 - 10:30 am
The Lesson - topic: Matthew's Gospel; religion.	U.S.	family	prosocial	Saturday 1:00 - 1:30 pm
The Leroy Jenkins Revival of America - religion.	U.S.	adult	prosocial	Sunday 9:00 - 9:30 am
Let's Act it Out - showed life of insects - from eggs to maturity. Comparisons made to human cycle. Discussed energy, the sun, source of life energy. Showed migratory pattern of geese and possible origins. Debate: Can man change life forms to suit needs? Excellent show. Educational, thought provoking.	Can.	all ages	prosocial	11:30 - 11:45 am (TVO)

Let's All Sing - host Toni Saletan plays banjo and sings while artist does charcoal drawings to highlight songs. Good format, lacked smoothness, but artist had considerable talent.	Can.	2 - 6 yrs	prosocial	11:45 - 12:00 am (TVO)
Lets Go Racing - films on racing-cars, bikes.		family	prosocial	Sunday 3:30 - 4:00 pm
Let's Make a Deal - game show. Everyone in costumes, desperately hoping they will be chosen to make a deal; contestants frantically make deals with host, Monte Hall - creates weird feelings in people I'm sure; frenzied; low grade.	U.S.	adult		Wednesday 7:30 - 8:00 pm
Lets Talk About - Tugboats - film explaining tugboats; educational.		4 yrs to adult	prosocial	7:57 - 8:00 am
Life Around Us - documentary vegetation and animals (birds) in the Delta.	U.S.	adult	prosocial	Sunday 7:00 - 7:30 pm
Lilias, Yoga and You - Hatha Yoga exercises. Lilias is a soft spoken instructress who gently takes the beginner into simple techniques, then expands positions further for the experienced. Good for interested people.		adult		Mon - Fri 3:00 - 3:30 pm
Little House on the Prairie - Theme: Laura is coaxed by another girl to discuss her boy-friend, unaware that the girl has a "talking machine" turned on. Next day at school she plays back and causes embarassment all round. Her father gives her good tanning and Laura and boy friend make up. A nice simple story, well acted and certainly one of the better family viewing shows on the set.	U.S.	family	prosocial	Wednesday 7:00 - 8:00 pm

Little Rascals				Mon - Fri 4:00 - 4:30 pm
The Lively Woman - theme: Women's topics (eg. bathing suits, panti-hose, hairdos etc.). Talk show format with special guests.	Can.	adult women		Saturday 12:30 - 1:00 pm
Lone Ranger - Has violent content but does have justice prevailing this evil. The bad guy always loses at end of show. Lone Ranger is symbol of all that is good and kind. Only kills (shoots) when he has to.		6 yrs to adult		Mon - Fri 7:30 - 8:00 am
Look Up and Live - religion.	U.S.	adult	prosocial	Sunday 10:30 - 11:00 am
Lost Island - theme based on group of children shipwrecked on lost island. Must learn to cope with various problems presented. Both physical aggression and altruism.	G.B.	6 - 12 yrs		Saturday 5:00 - 5:30 pm
Lost Saucer - contrived plot, contrived laughter. Real people (Jim Nabors, Ruth Bussi), two children and a horse/dog who is called Darsie. They are stranded in the 25th century. Poor to fair.	U.S.			Saturday 12:00 - 12:30 pm
Love American Style - two segments; 15 minutes each; sex relations in general; funny at times but bad time slot - children could be watching.	U.S.	adult		Mon - Fri 9:30 - 10:00 am
Lowell Thomas Remembers - documentary; 1927 - Mexico and Canada in Prohibition, Pres. Coolidge, Lindberg's flight "Spirit of St. Louis".	U.S.	adult	prosocial	Sunday 7:30 - 8:00 pm
The Lucy Show - sit. comedy; ladies go to firefighters' training school; family show.	U.S.	adult	prosocial	Mon - Fri 4:00 - 4:30 pm

Made by Hands - concerning handicrafts; today: a display of crafts at the Science Centre.	Can.	family	prosocial	Sunday 3:00 - 3:30 pm (TVO)
Magee and Company -	Can			Mon - Fri 12:00 - 12:30 pm (TVO)
Maggee and the Beautiful Machine - exercise show whose theme is "exercise is good and necessary".		8 yrs to adult		Mon - Fri 7:30 - 8:00 am
Magic Shadows - informative talk show about classic films; today's theme: war movies; interesting.	Can.	adult	violent scenes	Mon - Fri 7:00 - 7:30 pm
Make a Wish - educational; includes films, rhyme, singing and music; good programme - recommended by National Educational Association; 5 min cartoon at end called School House Rock - adverbs and adjectives in cartoon and song; fun and fast-paced.		6 - 12 yrs	prosocial	Sunday 11:30 - 12:00 am
Man in the News - panel interview/discussion. Person is put into a type of hot seat and panel members fire questions at him. A slow moving programme meant for Buffalo residents.	U.S.	adult		7:00 7:30 pm
La Mangeaille - educational (cooking).				Saturday 1:30 - 2:00 pm
Marcus Welby, M.D. - hospital/ doctor drama; lots of altruism, sympathy/explaining of feelings - everyone lives happily ever after.	U.S.	6 - adult	prosocial	
Market Place - educational; consumer relations and products.	Can.	adult	prosocial	Sunday 8:45 - 9:15 am

Martin Agronshy: Evening Edition - a panel/discussion show. Featured film clips and discussion on President Ford's State of the Union Speech. Intellectual show.	U.S.	adult		Mon - Fri 7:30 - 8:00 pm
Mary Hartman! Mary Hartman! - spoof of daytime soap operas: situation comedy. Good for a Canadian show. Segments not suitable for young children.	Can.	adult		Thursday 7:00 - 7:30 pm
The Masters Touch - talk show with music; guest interview; Christian experience.	Can.	adult	prosocial	Sunday 2:30 - 3:00 pm
Match Game '75 - game show based on saying first word that comes into contestant's mind and matching it up with celebrities'; entertainment.	U.S.	adult		Mon - Fri 3:30 - 4:00 pm
Max be Nimble - Good! Theme: "Speech without words", communication through letters, facial expressions, hand gestures, pictures and signs.	U.S.	6 - 12 yrs	prosocial	Tuesday 5:00 - 5:30 pm
McMillan & Wife - "The Deadly Cure" - breaking drug ring. (1) police stake out with gun threat (2) guy escapes - shoots commissioner (3) man strangled in fight (4) fight in hospital (5) attendant killed (6) assault with gun (7) head of drug ring escapes with gun and hostage	U.S.	adult		7:00 - 9:00 pm
Meet the Press - nature; debate - informative; included a rebuttal of Ford's speech by Democratic Senator Muskie. Interesting and enlightening.	U.S.			Sunday 12:30 - 1:00 pm
Meeting Place - Presbyterian; religious; church service.	Can.			Sunday 11:00 - 12:00 am

Le Message des Media - in French so don't know content but looked educational.	Can.	adult	prosocial	Sunday 1:30 - 2:00 pm (TVO)
Metric Report - educational; learning how to apply the metric system; the hostess made metric morsels (cookies) - used all metric baking utensils.	Can.	5 - 10 yrs	prosocial	Mon - Fri 9:15 - 9 30 am
Mid-Day From Hamilton Place - talk show; 3 guests; interesting topics; very good show.	Can.	adult	prosocial	Mon - Fri 12:00 - 1:00 pm
Mid-Day News - news programme.				Monday - Friday 12:55 - 1:00 pm
Mike Anscombe Sports Probe - talk show; scans various aspects of the sports world; rated fair.	Can.			1:30 - 2:00 pm
Mike Douglas Show - entertaining talk show; Hosts: Mike Douglas and Steve Allen; singing, topical guests: comedian, artist for Walt Disney.	U.S.	adult	prosocial	Mon - Fri 4:30 - 6:00 pm
Mr. Dressup - format consists of puppets, singing, drawing pictures, story time, and a learning object. All activity is controlled by host, Mr. Dress-up. Slow moving.	Can.		prosocial	Mon - Fri 10:30 - 11:00 am
Mister Magic - educational; child participation with excellent co-operation and rapport. Games, letters, numbers, singing; good.	Can.	3 - 6 yrs	prosocial	Mon - Fri 8:20 - 8:35 am
Mister Roger's Neighbourhood - features singing, crafts (making your own tent using chairs and blankets), film clips, make believe segments (puppets).	U.S.	3 - 8 yrs	prosocial	Mon - Fri 8:30 - 9:00 am
The Mocahans - Western movie, set in 1860; problems of a family moving west at this time.				8:30 - 11:00 pm

Mod Squad - police show; plain clothes team. Acting is very low key. Kidnapping takes place in opening moments of show. Karate, guns. No one was killed, just almost.		adult	violent	Saturday 3:00 - 4:00 pm
Mon Ami - French language; mixture of French/English. Good exercise in bilingualism, with participation in sports, games, letters, numbers; fair show.	Can.		prosocial	Mon - Fri 8:45 - 9:00 am
Le Monde Des Petits - in French.	Can.			Sunday 11:30 - 11:40 am
Money Movie - movie; phone in jackpot. This movie was called "Heidi" with Shirley Temple; informative and entertaining; Good!	U.S.			Mon - Fri 4:30 - 6:00 pm
Money Talks - talk with films and guests; themes: Canadian economy, high cost of labor change, fashion trend.	Can.		prosocial	Sunday 6:30 - 7:00 pm
Monkey Bars - child participation, singing, magician; newspaper clippings as a collection; children make up play, 4 adults act with children; benefits of advertising discussed by adults with children.	Can.	6 - 12 yrs	prosocial	Saturday 10:30 - 11:20 am
Monster Concert - a musical show - 10 pianos, 20 pianists, first scene. The music touches different times from Bach to Scott, Joplin.				8:00 - 8:30 pm (special)
Monte Carlo Circus Festival - entertaining; European circus acts; sponsored by prince Rinea and Princess Grace of Monaco; excellent family entertainment.	Eur.	family	prosocial	8:00 - 9:00 pm (special)

Monty Python's Flying Circus - slapstick comedy; variety. Very poor moral messages. Totally unsuitably arranged for children (adults too for that matter!)	G.B.		not prosocial	Saturday 6:30 - 7:00 pm
Morning Show - topic: building barriers for people in wheel-chairs.	U.S.	adult	non-violent	Mon - Fri 7:00 - 7:30 am
Motor Sports in Canada - excellent production.	Can.			Wednesday 7:00 - 7:30 pm
Mouvements dans la Nature - educational; French spoken; today: bees.	Can.	family	prosocial	Sunday 1:20 - 1:30 pm
Movie - Matinee: Man on a String - part documentary - promoting and explaining the work and quality of U.S. Intelligence Agents. Older electronic "wire tapping" devices all over the place; could label it "propaganda" - theme being "the only thing that matters is love of country" (U.S.A.).	U.S.			Saturday 12:30 - 2:00 pm
Movie - The 1st 36 Tours of Dr. Durant - good film portraying co-operation.			prosocial	1:00 - 2:30 pm
Movies Eleven - Only with Married Men - male/female response to dating, sex, and marriage. A warning on screen before the start of the movie: "Not for the young or sensitive". Suggests lying to get what you want. Happy ending. Some good comedy, but on the whole a poor movie.	U.S.	adult		
Movin On - theme is about 2 truck drivers and their adventures around the world.	U.S.	family	not prosocial	Tuesday 8:00 - 9:00 pm
Mr. Chips - educational - teaching adults how to make things out of wood; address shown to write to for plans.	U.S.	adult		Saturday 2:30 - 3:00 pm

Music Alive - excellent.	Can.			Tues - Thurs 8:30 - 9:00 pm
Music of Early Ages - educational; musicians playing authentic medieval musical instruments.	Can.	10 yrs to adult		9:50 - 11:20 a (TVO)
Musicamera - sophisticated music.		adult		8:30 - 9:00 pm (special)
The Munsters - a re-run of a re-run; farcical; Eddie has school project "my parents, the average American family". Writes it, supposedly in blood. Teachers visit home - faint, recover, become friends. Silly, pointless show.	U.S.			12:30 - 1:00 p (special)
My Three Sons - theme is family love and children are important; lots of altruism, sympathy, explaining of feelings.	U.S.	family	prosocial	Mon - Fri 6:30 - 7:00 pm
Name That Tune - game show; 2 contestants play for large cash prizes.	U.S.	adult	prosocial	Friday 7:30 - 8:00 pm
The National Dream - history; Pierre Burton host.	Can.		prosocial	7:00 - 8:00 pm
N.B.A. Basketball - deals with competing sports; host gives detailed description of game.	U.S.	family	prosocial	Friday 8:30 - 9:00 pm
NBC Sports - college basketball; all races involved; sexist females portrayed sex objects.	U.S.	family	prosocial	Saturday 1:00 - 3:00 pm
New Adventures of Gilligan - sit. com.; animation. Theme: teaching Gilligan the art of manliness. He is adopted and trained to be an "upper class" type. He learns the lesson too well and becomes a snob. He explains at the end he was acting that way to please Mr. Howell - so in the end reverts to himself - loveable Gilligan. Fair.	U.S.	6 - 12 yrs	prosocial	Saturday 10:00 - 10:30 a

News - informative; news, weather, and sports.	U.S.	family	prosocial	Mon - Fri 7:00 - 7:30 pm
News - mostly American news but also some international. Presents both good and bad news items.	U.S.	10 yrs to adult		Mon - Fri 12:00 - 12:30 pm
News - informative.	U.S.	family	prosocial	Mon - Fri 6:00 - 6:30 pm
News - Norm Marshall; film clips - no unnecessary report or coverage of violence.	Can.	family	prosocial	Mon - Fri 6:00 - 6:30 pm
News - world and local news has anti-social segments (Lebanon) but has to be considered informative and prosocial.	Can.		prosocial	11:00 - 11:30 am
News at Noon - typical newscast; local, national and international reports; latter half of report was taken up with several human interest stories and a report on the Canadian Economic Situation.				Mon - Fri 12:30 - 1:30 pm
News Capsule - featuring news and weather information.				Mon - Fri 2:55 - 3:00 pm
News Centre Magazine - informative; sports and films.	U.S.	family	prosocial	Mon - Fri 6:30 - 7:00 pm
News, Weather and Sports - no violent acts.	U.S.	adult		Mon - Fri 6:00 - 7:00 pm
NFL Film - Washington Reds summer camp.	U.S.	family		Sunday 3:30 - 4:30 pm
N.H.L. Hockey - physical aggression involved on several occassions. Live telecast.	U.S.	adult male		Wednesday 8:00 - 9:00 pm
Niven Miller - religious; sing and talk; features films and guest.			prosocial	Sunday 8:00 - 8:30 am
Noon News - current news.	Can.			Mon - Fri 11:55 - 12:00 noon

The Noonday Show - David Steinberg; talk show with guests; theme: pets.	U.S.	adult	prosocial	Sunday 12:00 - 1:00 pm
Not for Women Only - talk show with B. Walters; film and guest interview segments.	U.S.	adult	prosocial	Mon - Fri 6:30 - 7:00 am
Nova - documentary "Transcentental Meditation" showing school of TM Fairfield, testing during trance.	U.S.	adult		
The Number to Call - panel of experts are interviewed and then audience asked to call in with questions; interesting.		adult		Saturday 8:00 - 9:00 pm
O Brave New World - educational (Shakespearian Dialogue); 2 adult actors.	Can.	12 - 16 yrs	prosocial	Mon - Fri 9:30 - 9:50 am
Occupations - shows senior class majoring in horticulture and working for periods in stores and greenhouses. Explains soil preparation, pruning and all aspects of tree and flower care. A very good show.	Can.	adult		2:00 - 3:00 pm
Odd Couple - comedy show, about two contrasting life styles - neat and slopiness. Good entertainment. Can be educational.		family		Mon - Fri 7:00 - 7:30 pm
Old Time Gospel Hour - religious music and singing.	U.S.	adult	prosocial	Sunday 8:30 - 9:30 am
The Olympiad - story of the olympics - today: the marathon race; documentary.	Can.	adult	prosocial	Wednesday 7:00 - 8:00 pm
On The Rocks - sit. com.; glorifies prisoners in jail.	U.S.	adult		Wednesday 7:00 - 8:00 pm
Ontario Scene - presents films and interviews of a topical interest; today: Olympics for the handicapped.	Can.	adult	prosocial	Saturday 6:30 - 7:30 pm

Open Rap - religious talk show.	U.S.	adult	prosocial	Sunday 10:30 - 11:00 am
Oral Roberts - religious; variety show.	U.S.	adult	prosocial	Sunday 11:00 - 11:30 am
Oregon # 1 - adventure; Shows family co-operation, pioneer family, travel in covered wagon from Missouri to Oregon - Mother in labour, baby delivered, mother dies, buried, travel on; kill chicken for soup - needed for eggs, father dies, buried, travel on; Indians follow.	U.S.	family	prosocial	
Parliamo Di ... - Italian lessons for people who wish to learn and speak the language.	Can.	family	prosocial	Sunday 3:00 - 3:30 pm
Partridge Family - situation comedy based on happenings of a touring singing family. Both aggression (mental) and altruism present, explaining feelings.	U.S.	family		Mon - Fri 5:30 - 6:00 pm
Partridge Family 2200 AD - animated version of Partridge Family; themes vary for different segments.	U.S.	6 - 12 yrs	prosocial	Saturday 11:00 - 11:30 am
Party Game - game show; charades.	Can.		prosocial	Mon - Fri 6:30 - 7:00 pm
Peanuts and Popcorn - CBC Production; multi-segmented. (1) The Magic Powder - children's adventure - Professor and friends very small (fit in pocket). (2) Zoom the Dolphin - Animal. (3) Simon in the Land of Chalk Drawings. (4) The Goalkeeper lives on our Street - Children drama adventure. (5) Mr. Pencil Story - Animation and Drama "The Running Shoe that Ran Away". (6) Fernandez - The Magician (Some films - British, Czech, French).	Can	2 - 12 yrs	prosocial	Saturday 10:30 - 12:00 am

Pebbles and Bamm Barn - portrayal of 50's teenager; there are chases but no beating; a very silly show; cartoons.		3 - 12 yrs.	prosocial	Saturday 8:00 - 8:30 am
People and Places - featuring lifestyle of the settlement; visit to a farm and animals, feeding them, picking fruit and oyster picking; theme of work and earn your money.		family		9:45 - 10:00 am
People's Church - non-denominational, religious church service.	Can.	family	prosocial	Sunday 11:00 - 12:00 am
Peoples Worship Hour - religious service - protestant church.	Can.	family	prosocial	Sunday 1:00 - 2:00 pm
Phil Donahue - country singer discusses his career; talk show with phone-in segment.	U.S.	adult		Mon - Fri 10:00 - 11:00 am
Phoenix Open - golf tournament, live coverage; competitive sports.	U.S.	adult male	prosocial	Saturday 6:00 - 7:00 pm
Phyllis - situation comedy; theme based on recently widow dizzy blonde and her adjustment back to single life.	U.S.	family		Saturday 7:30 - 8:00 pm
Pic n Nic - puppets; altruistic.		preschool		Wednesday 5:00 - 5:30 pm
La Pierre - talk, interview show; a bit slow moving, plodding; content is dependent on guests' contributions; fair rating.	Can	adult		12:00 - 1:00 pm
The Pink Panther and Ardvaark Show - cartoon; Ardvaark is take-off of Roadrunner.	U.S.	6 - 12 yrs (if any)	violent	Saturday 9:30 - 10:00 am
Policewoman - crime "Ring of Thieves"; liberated female Angie Dickinson.	U.S.	adult		Monday 7:30 - 8:30 pm

Polka Dot Door - educational; puppets, hobbies, stories, film (The Making of Wallpaper); adult host, and hostess.	Can.	3 - 6 yrs	prosocial	Mon - Fri 8:00 - 8:30 am; 6:00 - 6:30 pm
Popi (Debut) - comedy about a Puerto Rican widower trying to raise his two sons in New York's Spanish Harlem: funny show. I enjoyed the naturalness of the two children. They showed normal traits coupled with honesty.			prosocial	Friday 7:30 - 8:00 pm
Portugal ' 75 - variety.	Can.	family	prosocial	Sunday 11:00 - 11:30 am
Portuguese Journal - Portuguese interview.				Sunday 11:00 - 11:30 am
Practical Christian Living - religious show - How to apply solid Christian Principle to financial problmes; interview.		adult		Sunday 11:00 - 11:30 am
The Price is Right - bids made on items by chosen contestants - lots of yelling, applause, contrived.	U.S.	adult		Mon - Fri 10:00 - 11:00 am
Prisoners of the Casbah - movie. Human violence; sword fight, guns, man dragged on horse, stabbing (showed knife going right in).	U.S.	adult	anti-social	Saturday 12:30 - 2:00 pm
Quebec: In Transition - documentary on multicultural nature of Quebec using interviews and film segments; contains altruism, sympathy/ explaining feelings; educational.	Can.	adult	prosocial	10:30 - 11:00 am (TVO)
Question Period - panel discussion on current topics. Topic: contract negotiations and collective bargaining; similar to Front Page Challenge or Under Attack.	Can.	adult	non-violent	4:30 - 5:00 pm (TVO)

Quick Draw McGraw - cartoon; Snouper and Blabber: cartoon characters reduced to flea size in violence.	U.S.			Saturday 9:30 - 10:00 am
Reach for the Top - educational quiz show. High schools from Ontario in competition for academic recall. Topics are chosen from various fields to test students' knowledge. Compete in school teams of 4 for scholarships.	Can.	adult		Saturday 1:30 - 2:00 pm
Realidates - educational, informative; dealt with the Spanish Harlem, NY, their poorly paid inadequate working conditions and their recreational activities; fair.	U.S.	adult maybe youth	prosocial	3:30 - 4:00 pm
Les Recits de Tuktux - French voice-over on film of Eskimo adventures; educational.	Can.	family	prosocial	Sunday 12:00 - 12:15 pm
Report Metric - today: metric songs pre-teen children had written to the tune of Christmas carols; educational; adult host.	Can.	6 - 12 yrs	prosocial	Mon - Fri 9:15 - 9:20 am
The Resources Game - educational talk in form of a debate game; also uses pictures and film strips; verbal aggression; educational.	Can.	adult	prosocial	
Reverend James Andrews - religious lecture.	U.S.	adult	prosocial	Sunday 11:30 - 12:00 am
Rex Humbard - religious variety show.	U.S.		prosocial	Sunday 10:00 - 11:00 am
Rhoda - situation comedy; based on episodes of an American career girl, her husband and her sister.	U.S.	family		Monday 8:00 - 8:30 pm
Rhyme and Reason - game show - celebrities and contestants. Star ego involved here - will the guest choose them? Will they win it for the contestant?	U.S.	adult	prosocial	Mon - Fri 1:30 - 2:00 pm

The Rich Little Show - a fair show with some first class guests. Glenn Ford does an animal act which is clever. Rich Little does impersonations.		family	prosocial	Monday 8:00 - 9:00 pm
The Rifleman - star of the show - Lucas McCain - protects his town from criminals and makes it safe for his young boy.	U.S.		violent - tends towards prosocial	8:00 - 8:30 am
Right On - Christian message relayed throughout; gospel singing; 1 host, singer, 2 guest groups.	U.S.	family	prosocial	Saturday 1:30 - 2:00 pm
Rimstead - talk show	Can.	adult		3:00 - 3:30 pm
Ringside From the Forum - wrestling; consists entirely of aggression - punching, kicking - very phoney. Could set bad example for kids who imitate certain moves and holds.	Can.	adult		6:30 - 7:30 pm
Road Runner - same as Bugs Bunny.				Saturday 9:00 - 9:30 pm
Robert Young, Family Doctor - hospital drama; aggression, altruism and explaining of feelings involved in this drama.	U.S.	adult		Mon - Fri 5:00 - 6:00 pm
Rock Concert - heavy rock show; pure entertainment - no message at all.		teenagers		Sunday 8:30 - 9:00 pm
Rocketship 7 - cartoons, letters, education; cartoons are violent but rest of program is prosocial.		3 - 12 yrs	prosocial	Sunday 8:30 - 10:30 am
The Rocky - Bullwinkle Show - cartoons; consists of several segments. Depicted house fires, beatings, battles; semi-sophisticated humour; Note: Two other cartoons at the end of show 1)"Hawtam Birds" 2)"Christmas comes but once a year"	U.S.	6 yrs to adult		Saturday 9:30 - 10:00 am

The Romagnolis Table - gourmet recipes.	U.S.	adult		4:30 - 5:00 pm
The Romantic Rebellion - painter - Degas - famous on ballet.	U.S.	adult	prosocial	4:00 - 4:30 pm
Romper Room - consists of learning a new word, talking to a special guest, particiapation (eg. learning to jump high), refreshment time and story time. Emphasis on a theme (eg. sharing, talking things out, and explaining one's feelings).	Can.	preschool	prosocial	Mon - Fri 9:30 - 10:00 am
Ron Botten Show - variety, fair to good.	Can.			Friday 8:00 - 8:30 pm
Run Joe Run - Joe is a german shepherd dog who is a trained police dog; catches two thieves.	U.S.	5 - 12 yrs		Saturday 10:30 - 11:00 am
Ryan's Hope - daytime drama. A story about a family "The Ryans". The hope I assume is the baby shown on the title opening. Sexual overtones, other women, etc; parents were sympathetic.	U.S.	adult		Mon - Fri 1:00 - 1:30 pm
Sanford and Son - entertaining; this show is good, clean, and also quite funny. Plot almost non-existent.	U.S.	family	prosocial	Friday 8:00 - 8:30
Saturday Night at the Movies - movies are U.S. with Canadian commentary inserted; commentary would be prosocial but movie contained a lot of violence.		adult		Saturday 8:00 - 10:00 pm
Saturday Night Cinema - tonight: "Hollywood Cavalcade" - story of ramance of producer and a star.	U.S.	adult	prosocial	Saturday 8:00 - 10:00 pm

Saturday Night Live - a live show with Howard Cosell; variety hour. Supposedly a showcase for new talent. Features music, groups, singing, dancing. A poor show - has been cancelled.		family		Saturday 8:00 - 9:00 pm
Scan - News, weather, sports; objective account of news - local and world; use of charts, filmstrips, picutres.	Can.	adult		Mon - Fri 6:00 - 6:30 pm
Science Magazine - documentary; reports on experiments from different university laboratories.	Can.	adult	prosocial	5:00 - 5:30 pm
Scram - Laurel and Hardy Movie - old; few violent aspects but dealt with alcohol and drunkeness, infidelity, and a few beatings; great deal of fun.		all ages		Mon - Fri 8:30 - 8:55 am
Screen Test - comedy/game show. Contestants chosen from audience, shown cut from film then asked to play parts. If good enough, they are rewarded with a small part in a future film. Enjoyable, funny, good show.	U.S.	family	prosocial	Tuesday 7:30 - 8:00 pm
The Sea Lion - documentary about sea lions using only natural sounds, no words; educational.	Ger.		prosocial	10:20 - 10:30 am (TVO)
Search for the Great Apes - National Geographic Society; study on apes showing habits and residence.	U.S.	family	prosocial	Sunday 6:00 - 7:00 pm
Search for Tomorrow - soap opera; themes of heartbreak, love, sickness, family life, contains alturism, sympathy/ explaining feelings.	U.S.	adult		Mon - Fri 12:30 - 1:00 pm

Self Incorporation - talk show; topic: difficulties of teenagers in society.	Can.	adult	prosocial	Mon - Fri 11:00 - 11:30 a
Sesame Street - fast paced - professional puppet characters - ie. Big Bird, etc. very loveable and funny. Adults are young and bright. Children are introduced to number and letter of the day. Then it is used constantly throughout program. Play materials - plasticine - is shown, used and sung about. Film segments, real children watching French puppet show, in French.	U.S.	preschool	prosocial	Mon - Fri 11:00
The 700 Club - features interviews, singing, telethon.		adult		Mon - Fri 11:30 - 1:00 pm
Shazam - theme of when trouble arises children should consult adults; features live action; depicts aggression, altruism and reparation.		6 - 12 yrs	non-violent	Saturday 10:00 - 10:30 a
Showbiz - talk; interivew; guest; film segments with entertaining heroes; Buffalo.	U.S.	adult	prosocial	Tuesday 7:00 - 7:30 pm
6 Million Dollar Man - fictional super power human, working for U.S. Intelligence.	U.S.	adult		Monday 8:00 - 9:00 pm
60 Minutes - news; informative; Topics: Unions in U.S.; bomb squad in New York; "Dislexia": learning disabilities of young children, and business in U.S.; good show.	U.S.	family	prosocial	Sunday 7:00 - 8:00 pm
Ski Cross Country - as "le Ski de Randonnee"; only in English.				Saturday 4:00 - 4:15 pm
Le Ski de Randonnee - tips on how to do cross-country skiing in French.	Can.	family	prosocial	Sunday 2:15 - 2:30 pm
The Sky Tonight - discussion and information on all aspects of astrology and related fields.	Can.	family	prosocial	12:30 - 1:00 pm

Soul Train - dance format and music; special singing guests weekly; completely black cast.	U.S.	adult	non-violent	Saturday 12:30 - 1:30 pm
Space: 1999 - science fiction show about a group of people stranded on the moon which has been blasted out of orbit and is drifting in space. Encounter different adventures every week searching for an earth type planet on which to settle. Violence shown occasionally; much deep thinking. Good special effects.	G.B.	family		Sunday 5:30 - 6:30 pm
Speak Easy - talk show with interviews, phone-in portion. Fair show.	Can.		prosocial	Mon - Fri 1:00 - 2:00 pm
Special: "Olympiad I" - theme: Marathon run in Olympic competition; documentary; excellent Canadian production.	Can.	family	non-violent	7:00 - 8:00 pm
A Special Place - educational; crafts, films, singing, story telling, and some pet segments. Hosted by an adult.	Can.	3 - 6 yrs	prosocial	Mon - Fri 7:00 - 8:00 pm
Special: Swing Out, Sweet Land - lots of stars: John Wayne, Bing Crosby, Lucille Ball, and others.				8:00 - 9:30 pm (special)
Speed Buggy - Speed Buggy plays the most important role an automobile - like Superman. But he needs his human friends: a girl (about 18) and a boy (about 18 - 20). The villains are outrun by Speed Buggy and friends. All ends happily.	U.S.	6 - 12 yrs	prosocial	Saturday 11:00 - 11:30 am
Spiderman - animated take-off on Superman; Spiderman is human with spider's powers when in costume; theme of good conquering evil; Spiderman protects the town.	U.S.	6 - 12 yrs.		Saturday 9:30 - 10:00 am
Sports of the Olympiad - good; informative.		family		Wednesday 7:30 - 8:00 pm

Sports O'Keefe - 4th annual WHA all-star game.				Tuesday 8:00 - 9:00 pm
Sports Roundup - presents different outlook on sports - talks to sports players, along with background of films.	Can.	6 yrs to adult	prosocial	Mon - Fri 6:30 - 7:00 pm
Sports Special - entertaining; excellent show. The last of the finals of Canadian Figure Skating Championships.	Can.		prosocial	Saturday 3:00 - 3:30 pm
Sports Week - sports, news report. A small segment of sports news with film inserts. Discussion of various sports personalities.		adult	prosocial	Saturday 4:25 - 4:30 pm
Star Trek - science fiction drama; 2 men get killed, 6 others fight and four get attacked; make weapons out of sticks and stones; "nothing good in war except its ending"; good guy kills bad guy.	U.S.	6 yrs to adult	violent with prosocial overtones	Sunday 1:30 - 2:30 pm
Starsky and Hutch - 2 young cops with wild souped-up car; wild car chase; threat with guns; car explodes - fire; assault victim kicked in stomach; robbery by candy store; policeman shot; safe blown; man killed; second car chase.	U.S.	adult	violent	Monday 8:30 - 9:30 pm
State of the Union - Presidential speech of 1975 excerpted and discussed.				8:30 - 9:00 pm
Strange Paradise - serial; clairvoyancy theme.				2:00 - 2:30 pm

The Streets of San Francisco - cops and robbers show; anti-social programme that featured 5 acts of aggression, including 2 cold blooded murders. Also sympathy and reparation for bad behaviour. Although violent, it did present a message' justice although slow is right, innocent until proven guilty.		adult	violent	Thursday 8:00 - 9:00 pm
Strikes, Spares and Misses - competing sports - women's bowling.	U.S.	family	prosocial	Mon - Fri 7:30 - 8:00 pm
Sue Becker - exercise program with a message throughout for maintaining your health.	Can.	adult		Wednesday 4:00 - 4:30 pm
Suivez la Piste - educational - French lesson inserted between drama (which illustrated the language).	Can.	adult	prosocial	Saturday 4:00 - 4:30 pm
Sunday Surprise - talk show.		adult	prosocial	Sunday 8:00 - 8:30 am
Sunrise Semester - subject matter discussion was suicide; film inserts; violent subject discussed in a restrained manner.	U.S.	adult		Mon - Fri 6:30 - 7:00 am
Super Bowl - competitive sports; some aggression; football; Sunday.	U.S.	family		Sunday 2:00 - 6:00 pm
Super Series '76 - final game in Super Series '76 - Soviet Red Army vs. Philadelphia Flyers. Stiff checking in first 14 mins; hard checks; but no fist fights.		adult		Sunday 1:00 - 4:25 pm
Superstars of Wrestling - wrestling show featuring much violence.		adult		Saturday 2:30 - 4:30 pm
Supper Time Sports Rap - phone-in show.				Mon - Fri 6:00 - 7:00 pm

Swat - special weapons and tactics; crack-down on gang-land crime, undercover agents.	U.S.	adult	violent	Thursday 8:00 - 9:00 pm
Swiss Family Robinson - entertainment; title: "The Wild Dog"; some aggression on part of dog, on humans and other animals; young boy wants to befriend dog. Good family entertainment.	U.S.	family		Sunday 7:00 - 8:00 pm
Take A Look - talk show with films and guest; black hostess; Industrial Arts at Buffalo State College.	U.S.		prosocial	Saturday 3:00 - 3:30 pm
Take Kerr - cooking				Mon - Fri 6:55 - 7:00 am
Take 30 - talk show; interesting topic: wind for energy.	Can.	adult	prosocial	Mon - Fri 3:00 - 3:30 pm
Take Time - Noel Harris - theme: Country and Western music; variety; mostly singing. Usually has special vocal guest.	Can.	family		7:30 - 8:00 pm
Talent Showcase - a good show; entertaining; local youngsters performing, singing, dancing, playing organ. A good local show.	Can.	family	prosocial	Sunday 12:00 - 1:00 pm
Tattletales - game show; 3 guest stars and their wives, asked questions. His answer must correspond with hers to win points and cash.	U.S.	adult		Mon - Fri 4:00 - 4:30 pm
TBA				Saturday 7:00 - 7:30 pm
Tell Me A Story - educational.	Can.	3 - 12 yrs	prosocial	Saturday 9:15 - 9:30 am (TVO)
That Girl - humourous.			prosocial	Mon - Fri 5:30 - 6:00 pm

These are the Days - cartoons; deals with altruism, reparation for bad behaviour, morals; deals with problems children have.		6 - 12 yrs	prosocial	Sunday 11:00 - 11:30 am
This is the Law - A quiz show about the strange laws of the land. Panel of 4 discuss cases and give their opinion and interpretations of the law. Mildly funny and informative.	Can.	adult		Tuesday 8:30 - 9:00 pm
This Week - news magazine.				Friday 6:30 - 7:00 pm
Tiny Talent Time - variety show featuring children performing. They sing, dance and play instruments.	Can.	family		Sunday 4:30 - 5:00 pm
To Tell The Truth - panel quiz show; informative; guests with interesting careers.	U.S.	family	prosocial	Mon - Fri 7:00 - 7:30 pm
Today - talk show with B. Walters, J. Hart, G. Shallit; news, weather; guest interviews; film clips - pertinent and informative.	U.S.	adult	prosocial	Mon - Fri 7:00 - 9:00 am
Today and Bob Morrow - political, excellent.				Monday 6:30 - 7:00 pm
Tom, Jerry and Grape Ape Show - Tom and Jerry: some segments quite prosocial, but some violence. Grape Ape Show: "the good against the bad". The latter show was OK, viewable.	U.S.	6 - 12 yrs		Saturday 8:30 - 9:30 am
Tommy Common's Musical World - guest: young singing group filmed on gardens, etc., in B.C.; informative, pleasant performers.	Can.		prosocial	5:30 - 6:00 pm
Tony Orlando and Dawn - entertaining. Guests: "The Hee Haw Gang" and Buck Owens.	U.S.	family	prosocial	Tuesday 7:30 - 8:30 pm

Toronto Today - talk show with emphasis based on human interest or current events; format consists of one host and one hostess, each interviewing one guest.	Can.	adult		Mon - Fri 9:00 - 9:30 am
Treasure Hunt - game show; usual format: contestants and audience, applause on cue, yelling and shouting; greed; fair.		adult		Saturday 7:30 - 8:00 pm
The Tree House - host: Danny - slightly stilted; puppets, singing (with guitar), child participation, letters, education (dividing numbers); moral theme is sneaked in on occasion.	Can.	3 - 12 yrs	prosocial	Saturday 8:30 - 9:00 am
Trouble with Tracy - comedy; dumb humour.	Can.	6 yrs to adult	prosocial	Mon - Sat 6:30 - 7:00 am
Trousse Mitoufle - a very good program. Paintings by Serat, Manet, Flomssart and other Masters. Although dialogue in French, could easily be understood in English (off-camera commentator).	Can.	all ages	prosocial	Mon - Fri 11:00 - 11:30 am
True North - news in programme; aggressive but real life.	Can.			Tuesday 8:00 - 9:00 pm
The Tucson Open - golf.	U.S.	family	prosocial	5:00 - 6:30 pm (special)
TV 11 Bonspiel - sports event; curling competition.	Can.	family		Saturday 4:00 - 5:00 pm
TV Garden Club - instructive program on the care and raising of plants; today: African violets.				Saturday 12:00 - 12:30 pm
Twelve O'Clock High - movie; about U.S. air force in WW II; actual combat clips mixed into show. A good show, good acting, realistic in segments.	U.S.	all ages	not anti-social	1:00 - 3:30 pm

24 Hours - newscast.	Can.			Mon - Fri 6:00 - 7:00 pm
29 Laffs - concerns oversize puppets and two human characters - an evil witch and an innocent young boy; good triumph over evil.		preschool	non-violent	9:00 - 9:30 am
20,000 Pyramid - host, two guests; guests and contestants give clues; lots of tension; when the star and contestant lost I think they felt a loss of their ego on part of star especially.	U.S.	adult		Mon - Fri 2:00 - 2:30 pm
Uncle Al - cartoons; old man hosts show; reads birthday greetings, shows drawings sent in by kids; cartoons (Snooper and Blabber) which feature beatings.		6 - 12 yrs		Mon - Fri 12:00 - 12:30 pm
Uncle Bobby - educational. Excellent content - science segment, 3 guests, Birthday announcements, letters to Santa, 3 children on set.	Can.	preschool		
The Undersea World of Jacques Cousteau - educational; documentary. Topic: "Sharks", 7 month experience in Indian Ocean, Red Sea and Gulf of Aden. Excellent show.		family	prosocial	Thursday 8:00 - 9:00 pm
University of the Air - educational content; consists of lectures by noted university professors and specialists on subjects related to their fields.	Can.	adult		Mon - Fri 6:00 - 6:30 am
Untamed World - this show is in a class with National Geographic; deals with life: wilds and people in Madagascar. Informative; enlightening; good.	U.S.	family	prosocial	Sunday 4:00 - 4:30 pm

Upper Canada Village - a film on life in a pioneer village, featuring wood cutting for log cabins.		8 yrs to adult		
Upstairs, Downstairs - entertaining; informative. Dealt with trials and tribulations of family and servants in house during years of First World War. A pleasant show.	U.S.	family	prosocial	Wednesday 8:00 - 9:00 pm
U.S. Figure Skating - Colorado Springs, Colorado.	U.S.		prosocial	Saturday 5:00 - 6:00 pm
U.S. of Archie - educational; entertaining; antics of the Archie gang as they travel back in history; animated; altruism, sympathy.	U.S.	3 - 12 yrs	prosocial	Sunday 9:00 - 9:30 am
The Valiant Years - a serial based on Churchill's book; Richard Burton does voice of Churchill. Differs from U.S. shows of similar type in that the enemy wins most of the fighting.	G.B.	adult	not anti-social	Thursday 7:00 - 7:30 pm
Valley of the Dinosaurs - 20th century family who through their raft being sucked into a whirlpool, land in prehistoric age. Meet and live with prehistoric family. Each have a girl and boy, a dog - its other age pet, a turtle. They stress the importance of friendship. While the Butler's want to get back to civilization ie. hamburgs and ketchup - the prehistoric family are happy to have their company. Butler's give up change to contact plane to help Torg who is trapped by a fallen tree. Fairly good morals taught. Dinosaurs in background, are chased off or avoided.		6 - 12 yrs	prosocial	Saturday 12:00 - 12:30 pm

Victory at Sea - a rerun of WW II show; how the landings were affected in the far East. Violent in spots but informative.	U.S.	adult	prosocial	Saturday 6:30 - 7:00 pm
Viewpoint - nature; informative dealing mainly with discussion by D.J. Freeman on methods to date of treatment of leukemia. Good.	U.S.		prosocial	Friday 7:00 - 7:30 pm
Vision On - today: Sand and Sea; crafts, cartoons, play-act, participation; also use aign language occassionally for deaf. Excellent for children.	G.B.	6 - 12 yrs	prosocial	Thursday 4:30 - 5:00 pm
Visual Education - dealt with chickens, before, during and after hatching. Chickens were handled with extreme care - possible as guide to children's care of own pets. Very good.	Can.	3 - 10 yrs	prosocial	Mon - Fri 10:20 - 10:30 am
Waldo Kitty - animated animals; aggression.	U.S.	3 yrs to adult		Saturday 9:00 - 9:30 am
Wall Street Week - informative. If one has the finances, it would be a first class show - limited audience appeal.	U.S.	adult	prosocial	Saturday 1:30 - 2:00 pm
Walrus - theme of "Are we that different from our parents?" Guest Gordon Sinclair. Featured a small group session.		adult		Mon - Fri 10:00 - 10:30 am
The Waltons - drama.	U.S.	family	prosocial	Sunday 8:00 - 9:00 pm
Washington - Week in Review - general discussion on Ford's State of Union speech; informative.	U.S.		prosocial	Friday 8:00 - 8:30 pm
Water World - sailing and water ski kite flying. Demonstration by experts and instructions given to audience. For people who love water.		family	prosocial	Saturday 5:00 - 5:30 pm

Way Out Games (W.O.G.) - new game show - the twist is that the games are zany - ie. Bite the Balloon. Reps of North, South, East and West school kids compete. The kids participated in an enthusiastic fashion, the audience (all outdoors) seemed to enjoy it. I thought it was a good attempt at kid involvement in a healthy fashion. They give an address in Washington to write for games instructions. Plaques given to winning school - W.O.G. medals to each contestant. Soupy Sales - host.		adult		1:00 - 2:00 pm
Welcome Back Kotter - situation comedy; themes based on Brooklyn school-teacher and his experience.	U.S.	family	non-violent	Saturday 5:30 - 6:00 pm
We're Only Human - featured how clothing is made and how to tell quality and craftsmanship.		adult		2:45 - 3:00 pm
Westwind - adventure. Family of 4 - 2 adults, and 2 teenagers; set in Florida; family gets on their boat to take pictures underwater; 2 teenagers go to shore and hold 2 midgets; escaped from 2 monsters who are after them.	U.S.	8 yrs to adult		Saturday 11:30 - 12:00 am
W.H.A. Hockey - repeat of game prev. night.			not violent	Saturday 12:00 - 2:30 pm
What on Earth Is the Feel of Autumn - a series of slides showing the season of autumn on stamps from around the world.	Can.			8:25 - 8:30 pm

What's Cooking - demonstrated the art of cooking, dishes made were Spanish and French.	U.S.	adult	prosocial	6:30 - 7:00 pm
What's in a Name? - animated; featured Thomas Ridout, his life and career.		adult		10:55 - 11:00 am
What's New - newscast on current topics (eg. Lebanon, Olympics, Toronto teachers).	Can.	adult		Thursday 5:00 - 5:30 pm
What's The Good Word - word game show.	Can.	adult	non-violent	Mon - Fri 2:30 - 3:00 pm
What's The Good Word? - a religious show with Fr. Meehan.	Can.	family	prosocial	Sunday 5:00 - 5:30 pm
Whats Up Doc - movie - comedy. Girl pretends to be fiancee - chase through San Francisco.	U.S.	adult	prosocial	8:00 - 10:00 pm
Wheel of Fortune - game show; poor host.	U.S.	adult	prosocial	Mon - Fri 10:30 - 11:30 am
The Widow - movie; family co-operation and behaviour on the death of Father.	U.S.	adult	prosocial	8:00 - 10:00 pm
Wild Kingdom - raccoons - a mother training her young. All their adventures both funny and serious shown. An amusing and informative program. Good entertainment; educational; excellent production.		family		Sunday 5:00 - 5:30 pm
Wild Wild World of Animals - an excellent show, portraying the part elephants play in Asia; dress for parades.	U.S.	family	prosocial	Monday 7:30 - 8:00 pm
Wildlife Cinema - children's voice-over; life on prairies - birds and flowers; documentary.	Can.		prosocial	Sunday 7:00 - 7:30 pm
Window On The World - educational program; classical music.	U.S.	10 yrs to adult	non-violent	

Witness to Yesterday - Patrick Watson talking to Dr. Norman Bethune (as portrayed by actor Donald Sutherland); interesting and rewarding look into history.		adult		Mon - Fri 10:00 - 11:00 am
The Wonderful Stories of Professor Kitzel - animated figure of Prof. Kitzel is host between segments; Pick-a-letter segments where artist draws a picture from the letter (eg. P for photography) and uses it to tell a story; educational film segments; no consistent theme throughout program; educational.	Can.	6 - 12 yrs	prosocial	Saturday 8:00 - 8:30 am
Wonderful World of Disney - child adventure; man raises bear cubs.	U.S.		prosocial	Sunday 6:00 - 7:00 pm
Word of Life - religion.	U.S.	adult	prosocial	Sunday 8:30 - 9:00 am
Workers, Bosses, Government - panel discussion, phone-ins, film clips, concerning management relations - public sector. Do public servants have a right to strike? Slow but informative program.	Can.	adult		Tues, Wed, Thurs 8:00 - 9:00 pm
World Beat News - newscast format - local; national, international; typical news, weather, sports type.	Can.			Sun - Sat 6:30 - 7:00 pm
World of Survival - a fascinating program showing the teeming and often unseen life in a pond. Photography and production excellent. An outstanding show.	U.S.	family	prosocial	7:30 - 8:00 pm
World Press - news reporting of events in the world press. Panel of five experts - fluent in the language of country they are reporting about. Intellectual.			prosocial	Monday 6:30 - 7:00 pm

Wrestling - anti-social behaviour among contestants. Far more than just competition olympic wrestling.	Can.	adult	violent	Saturday 1:00 - 2:00 pm
The Young and the Restless - soap opera; themes of manipulation of people; money is the root of happiness, broken love, family life; contains altruism and sympathy/ explaining feelings.	U.S.	adult		Mon - Fri 11:30 - 12:00 am
The Younited Way - information about United appeal.	Can.	family	prosocial	Sunday 12:00 - 12:30 pm
Your Move - phone-in chess.				Thursday 8:00 - 8:30 pm
Zoom - children's variety show, featuring tongue twisters, scientific experiments, singing, dancing, film segments, rap sessions, plays and magic acts; everything done by kids; film segments include a miniature life story of a boy or girl. Good show, fast moving.				Mon - Fri 6:00 - 6:30 pm

APPENDIX B

Responses to Remaining Questions and

Open-ended Questions on the

Adult's Questionnaire

Adult Questionnaire

Other questions from the questionnaire which are not included in chapter 3.

1. How are you related to the child?
   1) 17.9 Father
   2) 81.6 Mother
   3) .3 Relative
   4) .3 Other

2. How many televisions are in your home?
   1) 1.5 None
   2) 48.2 1
   3) 42.6 2
   4) 6.1 3
   5) 1.5 More than 3

4. How many children do you have in the following age groups?

	0 - 3 years	4 - 5 years	6 - 7 years	8 - 12 years	13 - 15 years	16 - 18 years	over 18 years
0	82.9%	75.5%	66.1%	9.7%	66.6%	80.6%	88.0%
1	15.8	23.7	32.7	61.7	23.7	14.5	7.4
2	1.0	.5	1.3	23.2	8.7	4.3	2.8
3	.3	.3	-	5.1	1.0	.5	.8
4	-	-	-	.3	-	-	1.0

8. Which of the following activities do you participate in as a family?
   40.8 Camping
   37.0 Reading
   26.5 Hobbies
   59.9 Travel
   40.6 Winter outdoor sports (skiing, skating)
   65.3 Television
   50.3 Dining out
   47.2 Religious activities
   46.4 Family games
   33.9 Spectator sports (hockey, football, etc.)
   15.6 Other (specify) _____

30. In which age group are you?
1) 1.5 Under 25 years
2) 35.5 25 - 34 years
3) 51.5 35 - 44 years
4) 10.5 45 and over
1.0 Blank

33. Church attendance: (Check one)
1) 21.7 I attend regularly with definite church responsibilities. (teach, usher, etc.)
2) 21.7 I attend regularly with no definite responsibility.
3) 25.0 I attend irregularly.
4) 25.3 I do not attend more than 3 or 4 times a year.
6.4 Blank

19. Parents' reasons for restricting viewing

1. Police - violence - 96
2. Sex - 33
3. Adult, mature audience, resticted, x-rated - 28
4. Violence, killing, blood - 18
5. Horror, scary, monsters - 18
6. Cartoons - violence - 6

Police

Unrealistic portrayal of society and police - 5
Too serious - 9
Realistic - 2
Stupid, tasteless, vulgar - 2
Sex, moral issues - 3
Too late - 2
For adults, not children - 5
Drugs - 2
Language - 1
Too Dangerous - 1
Influence on children - 1

Religious

adult-oriented - 3
too serious - 1
don't agree with philosophies - 7

19. (Cont'd)

Comedy

adult humour, immoral, sex - 6
unrealistic - 1
violence - 1
bad language - 1

Variety

sex, immoral, suggestive - 5
too adult - 3
silly, stupid - 2

Cartoons

hyperactivity ie. Roadrunner
not educational
swearing
ridiculous

Bad language - 3
Too late - 5
Adult soaps - 2
Too many of same shows - 1
mystery - 1
boring - 1
anything which causes child concern - 2
sad - 1
killing of baby seals - 1

- no restrictions; parents are there to explain
- "I feel children know much more of what is going on than what we give them credit for. I restrict them on what I feel I would not watch myself."

20. Specific Instances When Violence Has Affected Children According to Their Parents

no effect - 23
bad dreams - 33
mimicking characters - 5
sleeplessness - 4
upset after real violent programme with killing - 4

20. (Cont'd)

Actions

- imitation of wrestlers
- imitation of 3 Stooges - hitting, slapping, etc.
- imitation of SWAT (2) - jumping through window
  - swinging from rope hung over wall
  - wrestle around
- imitate karate (3)
- desire to buy guns
- "When he was 4 punched his father, went to his room and picked up his toy pistol - keeps his gun in your face - he sees this on TV."
- imitating kicking in face with Fat Albert shoes - 6 yr. old
- Evel Knievel - daughter knocked out 3 teeth trying to imitate
  - imitate on bikes
- imitation of violence (2)
- pretends to be shooting a gun and expects you to play dead
- 5 year old set up gun powder trail and blow up other guy's toys (from Roadrunner)
- plays guns after police shows (2)
- act selfish like Kojak

Reactions:

- unfavourable attitudes
- indifferent, insensitive to the horrors of violence, beating, etc.
- fear (2)
- afraid to go upstairs (2)
- afraid of going to bed (4)
- afraid of darkness (1)
- afraid of noises (1)
- crying (2)
- wanted to leave room
- "Bugs Bunny Roadrunner show: Roadrunner is always killed so my child doesn't think people die and when a friend died he was affected by a withdrawn attitude for several days."
- wet bed
- child watching murder - pulled back like he was going to be killed
- "child saw 2 men forcing deaf mute to kiss young girl - intense music - son cried and covered his head - said he felt sorry first for man, then the girl, then mad at 2 men."

20. (Cont'd)

Reactions: (cont'd)

- showed concern when mother and child beaten on police drama
- "she is impressed by violence and thinks about it after she sees it."
- nervous after a lot of TV

Causes:

- police stories bring to mind killing and guns that hurt people.
- news reels dealing with tragedy - especially if camera or description dwells unnecessarily on suffering as a result of violence.
- news violence - malnourished children in war torn countries.
- Godfather movie
- violence in hockey and sports
- fight between Bigfoot and $6 Million Man (2)
- Jaws - terrified (2)
- commercials from upcoming horror or monster movies

- no learning of right from wrong
- "no specific instance but I believe TV violence has a strong influence on children's behaviour."

- "my children are anti-violence and this is the reaction they show when viewing it on TV."

- "children realize as far as I know that this is only a story; if it is true I explain this is real life so they will understand."

27. Other Areas Where Television Affects Children

- should hope parents' example has more influence than TV
- tend to sit around more rather than being actively involved
- not relevant
- doesn't noticeably affect behaviour (3)
- Waltons and Little House on Prairie have good effects
- some of cheaper shows make children wish for material things
- commercials influence what they tell mom to buy
- TV helps children learn
- teaches what to do in case of accidents, etc.
- mimicking
- child discusses aspects of adult shows with parents
- more positive effects from preschool programmes
- child wants to be a policeman
- "lengthy or unrestricted viewing would probably have a negative effect on school progress, social maturity, language, and dreams. But we restrict viewing and see no effects of the above."
- horror movies affect dreams
- dreams - both ways depending on the impact of the situation.

31 (a) Aspects Parents Liked About Children's Programming

Educational - 89
Learning Skills - reading, spelling, numbers, colours - 21
Social Skills and Social Awareness
- music, crafts, safety, visit to doctor, news, etc. - 19
Language - positive effects - 10
Animals - compassion, care - 3
Nature/Ecology - 8
Creativity/Fantasy - 19
Moral Values - 10
Entertainment - 39
Enjoyable, fun - 7
Humour - 40
Relaxing - 6

Cartoon Violence - less violent - 5
realistic - 1
unrealistic - 1

Family shows, family situations - 7
Natural, not involved, at child's level - 16
Feelings - 1
Colourful - 3
Travel - 7
Puppets - 1
Variety - 4
Interesting - 8
Timing - 1
New activities - 1
Good - 1
Inoffensive - 1
Specials - 6
Free - 1
Fast-moving - 6
Idealistic - 1
Realistic - 8

better than 10 years ago - 1
child participation - 7

- Circle Square - organized and fast-moving
- non-violent programmes like Little House on Prairie and Waltons where there is respect, kindness and helpfulness.
- cathartic release
- police programmes which have impression of respect for law

31 (a) (Cont'd)

Sesame Street - 8
Circle Square
Mr. Dressup
Electric Company - 4
Walt Disney - 8
Fat Albert
Zoom
CBS Children's Film Festival
Little House on the Prairie - 3
International children's films
Charlie Brown - 2
Wizard of Oz
Tiny Talent Time
Polka Dot Door
Wild Kingdom - 2
Misterrogers - 2
Waltons - 2
In the News Featurette
Multiplication Rock Segments
ABC Children's Special
Friendly Giant
Educational Public Broadcasting System

31 (b) Aspects Parents Disliked About Children's Programming

nothing - 33
violence - 30
cartoon violence - 15
silly - 19
repetition (lack of variety) - 19
commercials - brainwashes children - 18
- too many - 3
talking down to children - 17
boring after a while - 9
silly, distorted view of reality - 5
abusive language - 9
raised voices, loud - 6
unrealistic family situations - 6
timing - too late in evening - 8
- at suppertime - 1
not enough - 4
lack of respect for parents - 4
excitement and tension - 4
cartoons - 6
- too many - 3
not much of a plot - 3
not enough for middle-aged children - 3
too much fantasy, make-believe - 3
sex inuendo - 2
frightening - 2
too much U.S. influence - 2
some too mature - 2
some too juvenile - 2
subtle political propaganda - 2
low, bad morals - 2
amateur shows - 2
stereotype boy - girl positions in life - 3
Laverne & Shirley - rubbish
encourages children to swing and hit others
poor educational, informative quality
children imitate breaking things
criminals
relations between some hosts and children
lack of friendliness
not enough about Canada or Canadians
too early Saturday morning
Saturday morning programmes

31 (b) (Cont'd)

everything
adult programmes in early evening hours
melodramatic
poor characterization
not much depth
superficial attitudes
middle class attitudes

- fighting between children as to what shows should be watched
- filming of seamy side of life during prime time. One gets the impression that most of life is like that.
- too many cartoons - lack of refinement in voices and warmth in faces.
- Monkey Bars - tells children to do their own thing and not to let their parents dictate to them.
- Charlie Brown - dislike some of the remarks they make
- "Roadrunner has more violence in 10 min. than most in 1 hr. but I am sure that this is a harmful type of situation."
- They hardly even expand children's minds .
- practically no compassion, understanding or respect for human beings.
- neglects to provide children with tools to appreciate world around them.
- fighting - cannot realize true result of violence.

31 (c) Changes Recommended by Parents for Children's Television

- nothing - 40

- fewer violent programmes - 24
  fewer violent cartoons - 4
  less sex - 5

- more educational - 31
  more educational for older kids - 3
  more documentaries - 4
  more programmes about other countries - 4
  more current affairs

- more child participation - 2
  creative writing by kids
  kids reading, play acting

- fewer police stories - 4
  fewer or no commercials - 11
  less government control
  fewer medical shows
  fewer cartoons on Saturday morning - 6

31 (c) (Cont'd)

- more musical shows - 3
  more clean, comedy shows - 8
  more children's programmes - 4
  more family shows - 9
  more programmes for 10 - 14 yr olds
  more films on Saturday mornings
  more children's specials
  more sports movies

- more religious
  less religious

- 2 hrs of children's programming on Sat. morning
  timing - earlier in the evening - 13
  more daytime children's TV
  reduce no. of hrs. of TV programming - 4
  screen children's programmes earlier in the evening
  violent programmes on later in the evening - 3
  more children's programming in prime time

- more imaginative - 2
- more realistic family situations - 2
- improved language on cartoons - 2
- children producing own programmes
- no game shows
- quiz shows with school age children
- more character-building/moral programmes - 3
- more teaching of critical assessment of life - 3
  - sharing
  - cooperation
- more variety
- public opinion on programming
- slower - moving shows - 2
- more interesting
- conversation "eye to eye" with children
- revive older cartoon characters - 3
- revive older programmes
- more realistic - 5
- softer sounds
- one children for children's programming only
- more dramatization of books - 3
- poetry
- more biographic
- more wildlife
- community involvement
- programmes that will not affect dreams - 2
- more Walt Disney type shows
- more Mickey Mouse type shows
- age categorize programmes
- more Canadian programmes
- better plot and characterization
- more sophisticated programmes
- eliminate violence from sports
- eliminate beer, toy and sanitary napkin commercials

31 (c) (Cont'd)

Real life portrayed - squabbling and fighting and shortages of things. How one has to work to get money to pay for luxuries.

- more scientific explanation like there used to be 10 yrs. ago.

- eliminate TV completely. Rather extreme view but it doesn't interest me. I listen to radio - 2

- have a team of psychologists study the programmes and control programming to be healthy to the general public.

- the coyote in Roadrunner should die for real!

- allow more freedom in television movies and don't have any parts cut out of any movies.

- more imaginative science fiction type shows with real kids.

- allow more different points of view.

- avoid degradation of foreigners who don't speak English and glorification of U.S. military and para military operations.

- teach importance of playing the game rather than winning.

- use cartoons to teach safety - kids relate better to cartoons than real people.

APPENDIX C

Responses to Remaining Questions and Open-ended Questions on the Child's Questionnaire

Child's Questionnaire

Questions from the questionnaire which were not included in Chapter 4

1. Age 1) 11.7 Under 8
   2) 87.0 8 - 12
   3) 1.3 Over 13

   Observation: Since our sample was confined to the 7 - 11 year old age range, this question did not reveal any valuable information.

9. Do you attend:
   31.4 Scouts, Cubs, Brownies, or Guides
   3.8 Karate class
   5.4 Ballet lessons
   24.0 Choir
   48.2 Sunday School/Church-related activities
   34.2 Music lessons
   52.8 Sports practice
   41.3 Other

12. Check the programmes you watched last Saturday morning.

6:00
1) ___ University of the Air
2) 4.6 Cartoon Playhouse
3) 3.3 Hilarious House of Frightenstein
91.8 Blank

6:30
1) ___ Across the Fence
2) 2.3 Trouble with Tracy
97.7 Blank

7:00
1) .5 Farm News
2) 1.8 Agriculture U.S.A.
3) 5.6 Special Place
4) .3 Family Finder
91.8 Blank

7:30
1) 12.0 Banana Splits
2) ___ Sunrise Semester
3) 24.5 Bugs Bunny and Friends
4) 1.8 Uncle Bobby Show
5) ___ Fantastica
61.7 Blank

8:00
1) 25.5 Emergency Plus Four
2) 2.0 Circle Square
3) 11.0 Pebbles and Bamm Bamm
4) 11.2 Flintstones Festival
5) .8 Circle Square
6) .8 Mister Rogers' Neighbourhood
48.7 Blank

8:30
1) 19.1 Josie and the Pussycats
2) 6.9 Flintstones Comedy Hour
3) 17.3 Bugs Bunny/Roadrunner Show
4) 26.8 Tom and Jerry/Grape Ape Show
5) 1.3 Dale Harney Magic Show
6) .5 Uncle Bobby Show
7) ___ Hodgepodge Lodge
8) 2.3 Polka Dot Door
25.8 Blank

12. (Cont'd)

9:00
1) 23.7 The Secret Life of Waldo Kitty
2) 15.1 Sesame Street
3) 1.3 Jeremy
4) .8 Sesame
59.2 Blank

9:15
1) 99.5 The World of B.J. Vibes
.5 Blank

9:30
1) 34.4 The Pink Panther
2) 1.8 Family Affair
3) 1.3 Calling All Kids
4) .3 Parade
5) 21.7 The Lost Saucer
6) 17.1 Spiderman
7) .5 Tree House
8) ____ Cucumber
9) ____ Roquet, Belles Oreilles
23.0 Blank

10:00
1) 34.9 Land of the Lost
2) .3 Gentle Ben
3) 18.4 The Shazam/Isis Hour
4) 20.7 The New Adventures of Gilligan
5) 1.5 Kidstuff
6) .3 Jimmy Swaggart
7) 3.6 Electric Company
8) .3 Big Blue Marble
9) ____ Vers l'Aventure
20.2 Blank

10:30
1) 39.5 Run, Joe, Run
2) 7.9 Space 1999
3) 3.3 Peanuts and Popcorn
4) .3 Canadian Cavalcade
5) 5.4 Groovie Goolies
6) ____ Garner Ted Armstrong
7) ____ Carrascolendas
8) 3.1 Monkey Bars
9) ____ Fifi Brindacier
10) ____ Teach In
40.6 Blank

11:00
1) 23.2 Beyond the Planet of the Apes
2) 16.6 Far Out Space Nuts
3) 2.3 Circle Square
4) 16.6 Speed Buggy
5) ____ Fantastica
6) .3 The Church Today
7) 11.2 Partridge Family: 2200 A.D.
8) 2.3 Sesame Street
9) ____ Gaspard et les Fantomes
27.6 Blank

11:20
1) .8 Calling Captain Consumer
99.2 Blank

11:30
1) 10.7 Westwind
2) .8 Friends of Man
3) 19.6 Ghost Busters
4) ____ Crossroads
5) 25.8 The Oddball Couple
6) .3 Let's Go
7) ____ Klara's Korner
8) 2.0 Hazel
9) ____ L'Atelier des Pissenlits
10) ____ Genies en Herbe
11) .6 The Happy Hunters
40.6 Blank

12. (Cont'd)

12:00

1)	28.6	The Jetsons
2)	4.8	Roller Derby
3)	23.0	Valley of the Dinosaurs
4)	1.8	Kukla, Fran and Ollie
5)	____	Niven Miller
6)	1.8	Uncle Croc's Block
7)	____	It's up to You
8)	____	Heritage Inn
9)	3.8	Courtship of Eddie's Father
10)	.3	TV Garden Club
11)	____	Francis aux Paradis Perdus
12)	____	Les Heros du Samedi
13)	.3	The Lesson
	36.2	Blank

12:30

1)	.8	Go - USA
2)	46.2	Fat Albert and the Cosby Kids
3)	3.1	Soul Train
4)	.3	Family Finder
5)	6.4	Olympics
6)	3.8	Movie
7)	____	The Lively Woman
8)	____	Antiques
9)	____	Elans d'Athletes
10)	____	Right On
	39.5	Blank

1:00

1)	2.3	College Basketball
2)	7.1	Wrestling
3)	21.4	CBS Children's Film Festival
4)	7.1	WHA Hockey
5)	.5	Guppies to Groupers
6)	____	Dossier Afrique
7)	____	Sportheque
	61.5	Blank

No. of TV programmes watched on Saturday morning

Number of Programmes	Percentages of Children
0	3.8
1	2.6
2	4.1
3	3.6
4	5.6
5	8.4
6	9.4
7	11.2
8	13.5
9	9.9
10	9.2
11	8.2
12	4.8
13	3.6
14	1.0
15	.8
16	.3

Mean - 7,349 (approx. 3.8 hours per person) Median - 7,594

6. The kinds of things children would do on their own television show

music - 6
  songs - 63
  rock singing - 5
  Donny & Marie - 1
  St. Joseph's school choir - 1
  guitars - 1

crafts & hobbies - 37
  wood carving - 1
  coins & antiques - 1
  clay moulding - 1
  drawing
  making things - 1
  art - 2
  making pictures of animals - 1

humour, comedy - 105
  jokes - 30
  funny stories - 8
  skits - 7
  clowns - 2
  funny faces - 1
  riddles - 1

puppets - 31

plays - 24
  about people in houses - 1
  acting - 1
  with movie stars - 1

Bionic Woman - 3
$6 Million Man - 12
Bionic Children - 5

sports - 32
  football, hockey - 5
  skating - 3

cartoons - 27
  Bugs Bunny - 3

dancers, dancing - 16
  ballet - 1

nature - 1
  land, country scenery - 3
  animals - 25
  sea animals - 3
  protect against pollution - 1
  science movies (how the earth works) - 1
  science experiments - 1

my family - 4
  a normal day - 1
  friends - 3
  families with kids - 3

police stories - 16
  like SWAT with Happy Days people - 1
  Starsky & Hutch - 1
  robbers and safes - 1
  with no killing - 1
  detective - 5
  murder - 1
  big fires, car chases, shooting, fighting - 6

teaching stories - 3
  helping to read - 1
  teaching math - 1

science fiction - 6
  outer space - going to Mars - 1
  life in the future - 1

magic - 11
adventure - 4
variety - 3
game shows - 4
talk shows - 1
news - 2
movies - 7
commercials - 1
stories - 3
  action stories - 3
drama - 3
horror - 4
mystery - 10

6. (Cont'd)

Gilligan's Island
Laverne & Shirley
Happy Days
Bob Hope Show
Batman
Superman
movie stars - 7

Walt Disney characters
Evel Knievel

travel
cowboy
give orders
people
helping people - 2
letters
film inserts
happy things
action - 3
excitement
circus - 2
jets
ships
plane - 2
cars - 2
acrobatics
no girls
Pioneer things or Victorian life - 3
old fashioned war pictures - 2
Bible stories
robots, weird creatures - 4
how to climb trees
exercises - 2
lift weights
question and answer time
Candid Camera
playing tricks on people
how to play games - 8
sad stories
strongest man in the world
racing cars
mountain climbing

6. (Cont'd)

- police story with code names; guy wanted for 3 yrs; go to army warehouse to get special equipment; get name of place from computer; surrounded and arrested.

- jungle story with animals, monkeys, natives, villages and explorers.

- shipwreck - land on island; other people there before; start fighting; new comers win and make up.

- I wouldn't do anything - I'd be too nervous.

- I would try to display to the people watching what is going on in the world (problems about money, how we can improve, etc.)

- television is good the way it is.

- a school comedy - kids comedy - have a brainy guy, s stupid guy, a pest, a normal kid, and a big guy who loves sports.

- comedy play with Bionic people.

- weird things like crazy designs (ie., dominoes, knocking down in maze).

- historical stories that are humourous - no seriousness.

- Ballroom dancing with costumes.

- story in serial form in suspense form

- make it that the whole family can watch.

- trucks, a driver going across the country, adventures he might have.

- more like a model, dress beautifully, men to wear tuxedos.

- poodles - teach them to walk on one paw.

- whole bunch of animals in the woods - run around in woods.

- puppets like Big Bird; go to someone's house and play games and teach animals from forest; gorilla - maybe Big Bird would be scared.

- something like the Cookie Monster; monsters like the little rascals.

- puppets in a detective show, looking for a murderer.

6. (Cont'd)

- show that teaches math, done by people my own age - with animals and people talking funny.
- vampires (like cartoons) playing piano.
- people dressed up as animals.
- young people talking about their own life.
- cartoons of $6 Million Man and Bionic Woman.
- plays with my classmates so that their parents could see some of the silly things our teachers do.
- dancing shows with kids like Talent Time.
- helping children to do new things.
- circus - horse stunts; clowns dumping paint and have them slipping on oil.
- me - in part of a police show.
- monsters attacking villages; an army would come out but the monsters should win.
- movie about a little girl who always used to be a brat
- comedy shows - funny speed, like accents - understandable, not just mumbling.
- show with me and us - grown-up (big people) in it.
- movie shows like Happy Days, Good Times, things like that - 3
- I couldn't do one as good as the ones on TV.

7. Children's choice of who would star in their TV show: "other" answers

Singers and Singing Groups
The Monkeys
Elton John
Choirs - St. Joseph's choir
Bay City Rollers
12

Members of my family
me
parents
grandparents
sisters and brothers
18

Other kids
Friends
5

TV Stars
Fonzie
Rod Perry
Starsky
Bionic Woman
Robert Blake - Baretta
6

Comedians
Jerry Lewis
nuts like on Monty Python
3

Cartoons and Cartoon characters 4

Robots and rockets - 2
my dog
Famous people - 3
People of different ages
Different people from different places
Normal People
Older People, adults - 3

Captain of ship, plane
Zookeeper
Forest fighters
Mrs. Burns
Models
agent/detective
wimmers

dolls
earthquake
road and cars
crafts
muppets
Sherman tanks
skiing

8. Programmes some children are not allowed to watch and reasons why

too late - 66
not for kids - 15
violent - 26
restricted, sexy ones - 46
monsters, horror - 37
language - 9
someone else watching - 2
crime - 1
police stories - 31
adult movies - 16
shows parents won't watch - 2
weekdays - 1
bad ones - 4
love stories - 2
stupid - 4

sports stars namely Joe Nameth
when people get hurt
Cowboys and Indians
guns - killing - 5
nearly all - 3
when kids are hungry
hockey - when we watch we make too much noise
Mom is in bed - TV too loud

Policewoman
SWAT - violent - 4
" - Dad doesn't like us watching police shows
" - too late - 2
" - content
Adam 12 - violent
Rookies
Rookies - too late
McMillan & Wife
Starsky & Hutch - too late
- too violent - 2
Night Caller - too grownup
Kojak
$6 Million Man - 3
Hawaii 5 - 0

Gilligan's Island - time slot
Lindbergh - time and content
Star Trek - too late
- 2
Welcome Back Kotter - too late
- way they act - 2
All in the Family - too late
Zoom - Dad thinks its stupid
Sesame Street - baby show
Rich Man, Poor Man - swearing
Maude - swearing
Soul Train - dancing
Sonny & Cher
Helter Skelter - violent and sickening
Planet of the Apes - bad dreams
Batman
Happy Days - 2
- mother not too keen on it
Waltons
On the Rocks
Good Times - Dad is watching something on another channel

18. What some children learned about getting along, etc. from TV programmes

get along with others (family friends) - 35
- no fighting - 10
- cooperation - 10

educational (math, writing letters, science, music) - 22
manners, politeness, good behaviour, cleanliness - 20
help other people - 17
crafts and games - 16
sharing, unselfishness - 18
kindness - 6
communicate - 7
make friends - 8
feelings
people love you
obey parents - 3
accept death
keep calm
cook (cookies and cakes) - 2
control your temper
honesty, no lies - 3
not to do bad things because you get into trouble
learn about other kids - 2
like different people - 8
not to break into others' property - 4

- don't be scared by your parents when you do something wrong.
- why parents punish you.
- shows you how mean you are - makes me think how I must look, and I know what it means.
- lesson on dropping out of school.
- Marsha liked Molly who was really ugly and unpopular - you should like a girl who is like that.
- don't try to rip-off anyone.
- not to crush one person when you are supposed to crush other.
- shows life on a farm.
- if you ever get into trouble and didn't do it - don't be scared, tell the truth.
- someone does something wrong and they have to learn their lesson.
- just good fun.
- even though you have a fight with someone, you should say hello and make-up - 4
- lessons in not being jealous if someone has something you don't have.
- Captain Marble tells what you shouldn't do.
- you shouldn't be mean to deaf or dumb people but should try to help everyone.
- "most important person in whole world is you." - "to never be who you are not". -
- not to think of yourself as the only person in the world.
- you know what your neighbour will do (predictability).
- taught me more about "God". Thou shalt obey thy parents.
- can't judge people on what they did wrong.
- how to make friends and be nice to them.

18. (Cont'd)

- you shouldn't listen to other people.
- if you want something, kids work together to get it.
- don't go after people who took your ball just to borrow it.
- "David and Goliath" - shows a model for the day.
- how to fight fires to work as a team.
- teaches me not to be like Archie Bunker.
- how railroads are built - 2
- do not bother people while they are brushing teeth - 2
- not to go to places when you don't know what's there. - 2
- understand and listen and that other people have problems.
- try to do things instead of saying "I can't". - 2
- you should never leave mother at home alone.
- shouldn't be afraid of the hospital.
- that kids can be nice with no money.
- try to find homes for homeless children.
- when people are sick or crippled you should help them and not push them around.
- don't wear the same socks all the time.
- camp: once you get there, you'll like it; if mom and dad send you, you go.
- he didn't think his father was very good and when he got to school, his father was "father of the week".
- some families were happy and had fun when they had no money.
- not to walk away from friends.
- not to ask for things all the time.
- don't make fun of people because they are short.
- teaches how to climb a rope.
- if you're nice to others, they'll be nice to you.

- for kids shows like Circle Square, but I never watch them - don't like them
  - too sissy
- Circle Square - don't try to be like other people - I can't, then I get jealous.

20. Number of children who would not change anything about their favourite TV show.

SWAT - 15
Cartoons - 15
Electric Company - 4
Dinosaurs - 1
NHL Hockey - 4
All in the Family - 1
Rookies - 1
Brady Bunch - 10
Zoom - 2
Starsky & Hutch - 10
Hawaii Five-O - 1
Welcome Back Kotter - 6
Emergency - 1
Ellery Queen - 2
Little House on the Prairie - 13
Rich Little - 1
Batman - 11
My Three Sons - 4
Price is Right - 1
Land of The Lost - 3
Shazam and Isis - 1
Happy Days - 33
Odd Couple - 2
Six Million Dollar Man - 9
Bob Newhart - 1
Zoom - 1
J. Cousteau - 1
Little Rascals - 4
Bionic Woman - 5
Waltons - 5
Baretta - 2
Sesame Street - 4
On The Rocks - 1
Flintstones - 3
Emergency - 2
Good Times - 1
Walt Disney - 3
Kojak - 1
Swiss Family Robinson - 5
Green Acres - 1
Mr. Roger's Neighbourhood - 1
Cher - 1
Gilligan's Island - 2
Adam 12 - 2
Donnie and Marie - 5
Circle Square - 1
Mash - 3
Flintstones - 1
Trouble with Tracy - 2
Hogan's Heroes - 2
Frankenstein - 1
James Bond Movies - 1
Pink Panther - 1
Almost Anything Goes - 1
Columbo - 1
Sports - 1
Movin' On - 1
Leave it to Beaver - 1
Grape Ape - 1

20. Suggestions from children for changes

Happy Days

- make Fonzie the star - instead of Richie - but keep Richie
- give Fonz bigger part - 2
- longer - 3
- Richie's hair too short. - father doesn't get along with Potsy
- all at Arnold's Garage - I'd have them at different places.
- new characters - 2
- more of Potsy, Arnold and Ralph.
- Fonz would have mother and father.
- more exciting.
- cars, old-fashioned
- more little kids
- more jokes
- Fonzie have more girlfriends
- bigger motor bike for Fonz, new car for Richie - they wouldn't be in trouble all the time.
- make funnier - Richie is always talking to his Dad about his problems.

Baretta

- see more of Fred the bird.
- more violence, shooting and car chases.
- too much talking not enough action.
- more
- more of parrot.
- longer.

Six Million Dollar Man

- show strength more
- more fighting - 2
- stronger
- bionic children
- speed him up
- bring Six Million Dollar Man and Bionic Woman together - 3
- more exciting
- longer - less talking in hospital
- don't know
- make myself bionic kid
- new characters
- take out far-fetched things - e.g. jumping over cars
- make him less scary
- I wouldn't swear
- more bionic peopl

20. (Cont'd)

Zoom

- bring in more kids
- take out Zoom rap

Little House on the Prairie

- follow the book
- music sounds wrong
- the opening probably
- if she could get the cow in the barn fast enough because she had a bad leg.
- Nellie out of show
- Laura in the show in Nellie's place.

Starsky and Hutch

- less shootings, less throwing things.
- longer and harder clues to catch criminals
- change names, take Huggy Bear out of show
- faster music at beginning
- change way they wear guns
- fight crime stuff
- new car - see their houses
- have kids on show
- Hutch's car - big piece of garage, more Huggy Bear
- come on more times a week
- no commercials

Cartoons

- add characters

Land of the Lost

- more scarier

Rookies

- have a Rookie policewoman

20. (Cont'd)

SWAT

- I would only make it worse if I changed it.
- when someone's committing suicide, they should not send up a guy with a gun - they should get a net.
- more background stars
- more
- more people on team, more calls instead of sitting in office.
- more exciting
- no pictures of people dying or being killed.
- make it a cartoon - more scenery and equipment.
- change location of police station.
- SWAT guys would not get shot or killed.
- less killing
- stop skidding tire tracks
- longer
- make guys shoot more at target practice.
- make more people get hurt so it would be more exciting - have exciting music
- put Starsky and Hutch, Adam - 12 in this show.

Bionic Woman

- get them together and get married and get rid of doctor
- make her younger
- make her get hurt sometimes
- take out commercials and get on with it
- she would get back, together with Steve
- no commercials

Gilligan's Island

- just stay on island
- get them rescued - 3
- mad doctors - would not let professor be called a kid - more laughs

Welcome Back Kotter

- his jokes are dumb

20. (Cont'd)

Batman

- batcave, put in less computers to save power
- more bad guys, make show bigger
- more fights and action underwater
- make him stronger
- see more of joker and criminals
- change characters
- more fighting and shooting

The Odd Couple

- make them go swimming and pretend one is drowning
- like to see Oscar messier

Star Trek

- don't like the way they treat people under 20 as inferior people
- take further out in galaxy

Emergency

- instead of dispatcher I would like a bell
- change actors

Bugs Bunny

- Bugs would grab gun and shoot the hunter
- longer ears

Flintstones

- make Fred nicer
- more funny people and puppets
- no mess on floor
- nicer clothes
- Fred makes bad mistakes

Adam - 12

- longer and car chases - more action

20. (Cont'd)

Brady Bunch

- take Alice out (too plain, boring and dull) put someone in who is fun.
- more things happening
- more kids
- new person
- have Alice come first
- take out commercials
- take Bobby off and put me in
- more exciting
- sing more

Hockey

- put on earlier
- more variety in teams
- would not let them swear - God would not like it.
- no commercials
- no punching

Sesame Street

- longer and later in day
- make Marie and Bob puppets

Tony Orlando

- make his high climbing shoes lower

Leave it to Beaver

- the way they go to their parents and talk sissified

Little Rascals

- if I get tired of seeing it, I would
- don't make longer

20. (Cont'd)

Money Movie - I hate drama

Addams Family - make the hand longer

Waldo Kitty - more cats; less cat men

Run Joe Run - longer show

Good Times - change house, let them have better furniture

Return to Planet of Apes - too young to answer

Ellery Queen - no commercials

Monty Python - less violence - more laughs

Young and Restless - wish for happy endings

Little Rascals - don't show repeats - more kids

Sports - longer - more detail - 2

Eddie's Father - in a house not an apartment

My Three Sons - make funnier - take off younger kids - continue with older kids

Valley of Dinosaurs - something should happen to parents

Big Al - puppets instead of cartoons

Circle Square - hobbies

Cartoons/Hockey - change channel if team losing

Cartoons - more - longer, put in puppets - characters

Electric Company - I don't know

Roadrunner - Fox always gets hurt - I don't like that - make Roadrunner chase other guy

Swiss Family Robinson - more about kids - less about grown-ups

Donny & Marie - Marie should not tease Donny - more comedy

Almost Anything Goes - longer

Super Friends - put in green lantern, green arrow and super dog

Lucille Ball - make funnier